

**Annual Reports for Northwest
Territories Education Bodies
for the 2019-2020 School Year
Ending June 30, 2020**

**Rapports annuels des organismes
ténos
du milieu de l'éducation
pour l'année scolaire 2019-2020
se terminant le 30 juin 2020**

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Education Accountability Framework

Beaufort Delta Divisional Education Council

Operating Plan and Annual Report
For the 2019-20 School Year



Capable Citizens through Indigenized Education

Cadre de responsabilisation en éducation

Conseil scolaire de division de Beaufort- Delta

Plan de fonctionnement et rapport
annuel

Année scolaire 2019-2020



Des citoyens autonomes grâce à l'éducation autochtone



Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

BDDEC GOALS FOR STUDENT SUCCESS 2019-20	TARGETS & OBJECTIVES 2019-20
To improve student success in Literacy (Reading & Writing)	<p>5% increase in students gaining at least one stanine increase in reading on CAT 4.</p> <p>90% of students achieving Satisfactory level on the District Wide Write in May 2020 at working grade level.</p> <p>10% increase of total students writing at grade level by May 2020.</p> <p>10% increase of total students reading at grade level by May 2020.</p> <p>20% increase of students indicating at least a year's growth using Fountas & Pinnell.</p> <p>5% decrease in students' achievement gap on Grade 6 ELA AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 ELA AAT's.</p> <p>50% of parents have discussed with the ELA teacher their child's strengths and stretches in reading.</p>



<p>To improve student success in Numeracy</p>	<p>5% increase in students gaining at least one stanine increase in Math CAT 4.</p> <p>10% increase in students meeting expectations on the CMA's.</p> <p>5% decrease in students' achievement gap on Grade 6 Math AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 Math AAT's</p> <p>50% of parents have discussed with the Math teacher their child's strengths and stretches in Math.</p>
<p>To improve student success in Indigenous Language(s) & Culture</p>	<p>80% of students speaking 7 of the traditional greetings of their home community.</p> <p>25% of students speaking at the Emergent level</p> <p>80% of students participating in at least 4 cultural activities.</p> <p>50% of parents discussing their child's language levels.</p>
<p>To increase understanding and practice of Social Responsibility of students.</p>	<p>10 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.</p>



Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

BUTS DU CSDBD POUR LA RÉUSSITE DES ÉLÈVES 2019-2020	CIBLES ET OBJECTIFS 2019-2020
Favoriser la réussite des élèves en littératie (lecture et écriture)	<p>5 % des élèves s'améliorent d'au moins une unité Stanine en lecture au test de rendement canadien CAT-4 (Canadian Achievement Test)</p> <p>90 % des élèves obtiennent une note satisfaisante à l'examen d'écriture du district (District Wide Write) en mai 2020 pour leur niveau scolaire réel</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en écriture correspondant à leur niveau scolaire d'ici mai 2020</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en lecture correspondant à leur niveau scolaire d'ici mai 2020</p> <p>Augmentation de 20 % du nombre d'élèves ayant progressé d'au moins un niveau scolaire selon la grille d'évaluation de Fountas et Pinnell</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en anglais pour la 6^e année.</p> <p>Diminution de 5 % de l'écart de réussite aux tests de rendement de l'Alberta en anglais pour la 9^e année</p> <p>50 % des parents ont discuté avec le professeur d'anglais des forces et des possibilités d'amélioration de leur enfant en</p>



	<p>lecture</p>
<p>Favoriser la réussite des élèves en numératie</p>	<p>5 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien CAT-4 (Canadian Achievement Test)</p> <p>Augmentation de 10 % du nombre d'élèves répondant aux exigences du test CMA.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 6^e année.</p> <p>Diminution de 5 % de l'écart de réussite aux tests de rendement de l'Alberta en mathématiques pour la 9^e année</p> <p>50 % des parents ont discuté avec le professeur de mathématiques des forces et des possibilités d'amélioration de leur enfant dans cette matière</p>
<p>Favoriser la réussite des élèves en langue et culture autochtone</p>	<p>80 % des élèves connaissent 7 des salutations traditionnelles de leur collectivité d'origine</p> <p>25 % des élèves parlent la langue à un niveau débutant</p> <p>80 % des élèves participent à au moins 4 activités culturelles</p> <p>50 % des parents ont discuté du niveau de compétences linguistiques de leur enfant</p>
<p>Accroître la compréhension et la pratique de responsabilité sociale des élèves.</p>	<p>Augmentation de 10 % du nombre total d'élèves dont l'assiduité est de 90 % ou plus</p> <p>Amélioration de 5 % de l'assiduité générale dans le district</p> <p>50 % des parents assistent aux rencontres à trois entre les parents, l'enseignant et l'élève, aux entrevues parents et enseignant et aux ateliers</p>



Annual Report - Executive Summary

The Beaufort Delta Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

Highlights of the BDDEC Operating / Strategic Plan include:

Growth data was measured with CAT 4 achievement tests for the first time by BDDEC based on stanine growth. In 2019-20, students showing a year's growth by gaining one or more stanines increased 7% in Numeracy and 4.8% in Literacy.

The percentage of students who attended 90% or more increased in 2019-20 by 3.1%.

Indigenizing education continued to be a focus for the Beaufort Delta Divisional Education Council (BDDEC) in 2019-20. Cultural calendars were implemented in three communities with plans to increase it to all schools for 2020-21. Elders met with school staff to create cultural calendars. Teachers connected lesson plans and unit plans to seasonal traditions and key cultural events of individual communities. The BDDEC Moodle expanded its resources to include templates to support Indigenizing lessons.

In Inclusive Schooling an effort to ensure students received universal design in day to day programming resulted in an overall reduction of students on support plans by 30.5% in 2019-20 compared to 2018-19.

Improvements in Literacy included expansion of Instructional Coach positions and LLI's. Instructional Coaches were hired in 2019-20 focusing on Tier I instruction. Literacy Coordinator organized and delivered training to all coaches. Highlights included training from Fountas & Pinnell and joint in-service with Program Support Teachers. Levelled Literacy Interventionists (LLI's) were also hired to support small group reading interventions for students.

On March 11th 2020 the World Health Organization (WHO) assessed COVID-19 as a pandemic. Subsequently the Government of the Northwest Territories initiated a work from home plan for most government positions as of March 17th 2020. On March 25th, the NWT Minister of Education recommended that all NWT schools close for the remainder of the 2019-20 academic year. School closures across the district drastically influenced the Beaufort Delta Divisional Education Council's implementation of activities and initiatives for the 2019-20 academic year.



Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division de Beaufort-Delta pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

Voici les faits saillants du plan stratégique et de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) :

Pour la première fois, le CSDBD a mesuré la progression de ses élèves en fonction de l'échelle de stanine du test de rendement canadien CAT-4 (*Canadian Achievement Test*). En 2019-2020, la proportion d'élèves qui ont connu une progression d'un an (donc au moins un stanine) a augmenté de 7 % pour la numératie et de 4,8 % pour la littératie.

En 2019-2020, la proportion d'élèves affichant un taux de présence d'au moins 90 % a crû de 3,1 %.

En 2019-2020, le CSDBD a également continué de mettre l'accent sur l'adaptation de l'enseignement aux cultures autochtones. Dans trois collectivités, le personnel enseignant a collaboré avec des Aînés pour créer un calendrier culturel – une initiative que nous prévoyons étendre à toutes les écoles en 2020-2021. Ce calendrier a permis aux enseignants d'intégrer les traditions saisonnières et les événements culturels phares de leur communauté dans leurs plans de cours et d'unités. De plus, nous avons mis en ligne des modèles de leçons adaptées aux cultures autochtones sur le Moodle du CSDBD.

Au chapitre de l'inclusion scolaire, nos efforts visant à offrir une expérience harmonisée dans le cadre de nos programmes ont mené à une réduction de 30,5 % du taux global d'élèves nécessitant un plan de soutien par rapport à 2018-2019.

Pour ce qui est de la littératie, nous avons élargi en 2019-2020 notre bassin de conseillers pédagogiques et intervenants spécialisés en littératie. Les premiers, qui ont été formés par le coordonnateur du programme d'alphabétisation, s'occuperont de l'enseignement en groupe. Ils ont notamment assisté à une formation de Fountas & Pinnell ainsi qu'à une formation interne suivie conjointement avec des enseignants de soutien aux programmes. Quant aux seconds, ils



s'occuperont d'enseigner la lecture en petits groupes.

Le 11 mars 2020, l'Organisation mondiale de la Santé a qualifié la COVID-19 de pandémie. Le gouvernement des Territoires du Nord-Ouest a ensuite décrété que la majorité des employés de l'État passeraient au télétravail à compter du 17 mars. Le 25 mars, le ministère de l'Éducation des TNO a recommandé la fermeture de toutes les écoles jusqu'à la fin de l'année scolaire. Ces événements ont eu d'importantes répercussions sur la mise en œuvre des activités et initiatives du CSDBD durant le reste de l'année scolaire.



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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, 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. 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.

Beaufort Delta Divisional Education Council

Darlene Gruben – BDDEC Chair & Tuktoyaktuk Chair
Jennifer Parrott – Vice Chair & Inuvik Chair (Feb 2020)
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 Tetlichy – Chair Fort McPherson
Archie Inglangasuk Jr. – Chair Tsiigehtchic
Andrea Keogak – Chair Sachs Harbour

(As of September 2020)

Ulukhaktok DEA:

- Joanne Ogina – Chair (2019-2021)
- Annie Goose – Vice-Chair (2018-2020)
- Sadie Joss – Secretary (2018-2020) (Resigned Sept 2019)
- Helen Kitekudlak - Member (2019-2021)
- Mary Kudlak – Member (2018-2020)
- Mary jane Nigyok – Member (2019-2021)
- April Olifie – Member (2020-2022)

Aklavik DEA:

- Lorna Storr – Member (2020-2022)
- Rita Arey – Vice-Chair (2019-2021) (Acting Chair as of Jan 2020)
- James Blake – Member (2018-2020)
- Gladys Edwards – Member (2020-2022) (Resigned March 2020)
- Brandon McLeod – Member (2019-2021)
- Lori Ann Elanik – Member (2019-2021)
- Debbie Greenland - Member (2020-2022)

Fort McPherson DEA:

- Athena Prodromidis – Chair (2018-2020) (Resigned Feb 2020)
- Mary Rose Tetlichy – Chair (2018-2020) (As of Feb 2020)
- Rebecca Blake – Vice Chair (2018-2020)
- Denise Firth – Member (2018- Dec 2019)



- Martina Tetlichy – Member (2018- Dec 2019)
- Joyce Blake – Member (2018-2020)
- Roberta Alexie – Member (2018- Dec 2019)

Tuktoyaktuk DEA:

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

Tsiigehtchic DEA:

- 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 (2017-2019)
- Jason Reidford (2017-2019)
- Christopher Ruben (2017-2019)
- Kelly Ruben (2017-2019)
- Albert Ruben Sr. (2017-2019)
- Celina Wolki (2017-2019)
- Aaron Ruben (2017-2019)

Inuvik DEA:

- Jennifer Parrott -(Sept 2018-2021)(Chair Jan 2020-current)
- Lenora McLeod (Sept 2018-2021)
- Jodie Maring (Sept 2018-2021)
- Janelle Wainman (Sept 2018-2021)
- A.J. Minakis (Sept 2018-2021)
- Mark Owen (Sept 2018-2021)(Resigned Dec 2019)
- Tony Devlin – (Sept 2018-2021) (Resigned Jan 2020)

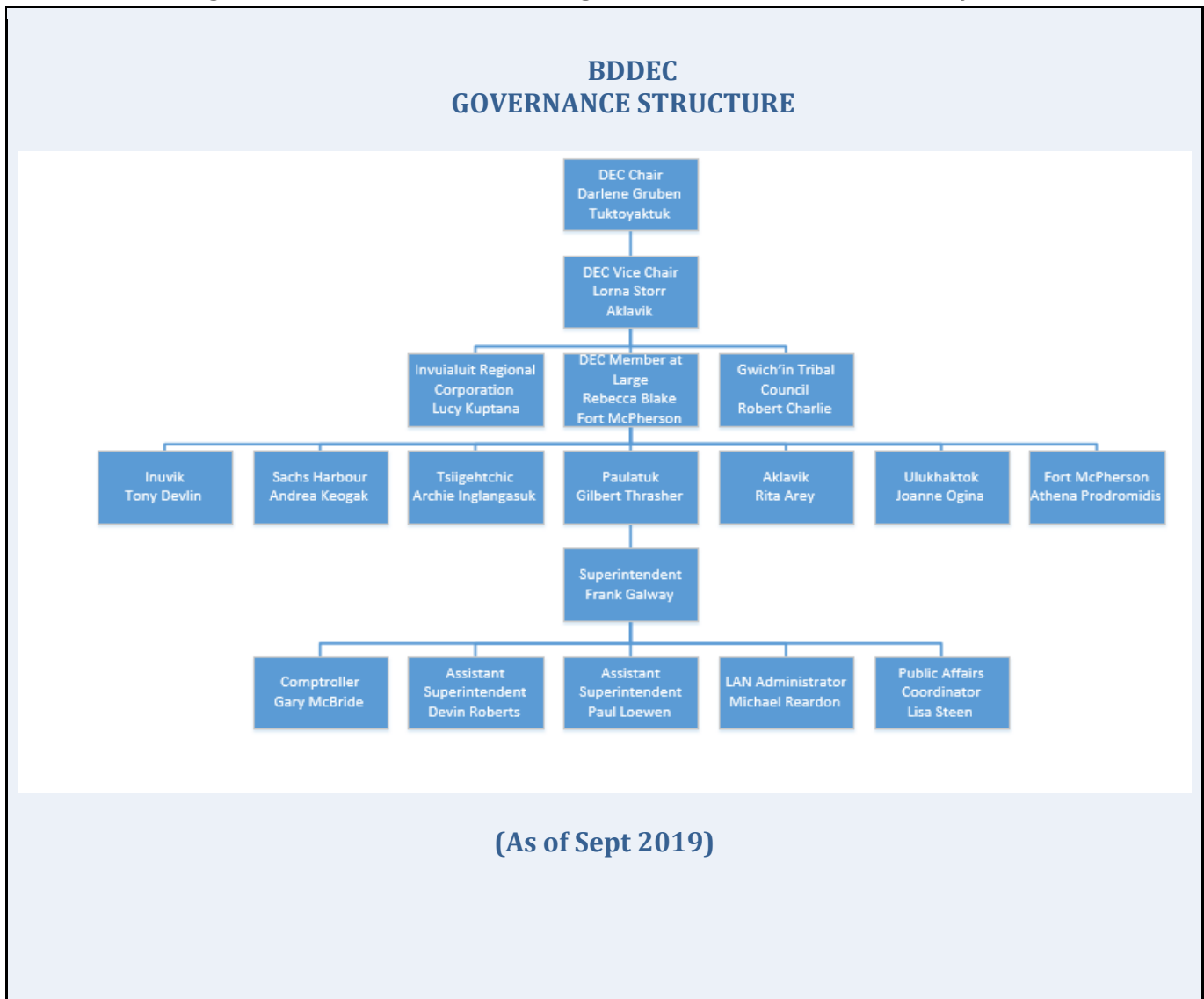


Sachs Harbour:

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

Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
In Person by Senior Admin	DEC/DEA/Principals	Governance and Code of Conduct	ISR September 16 th – 20 th Delta Schools October 21 st - 25 th	No	Rescheduled after March and then cancelled due to COVID. Now scheduled for 2021.
In Person By ECE Resource	DEC	Administration	February 11 th – 14 th DEC Annual Meeting	No	Offered and rescheduled to 2021
In Person by Senior Admin	DEC/DEA/Principals	Finance and/or topic of choice from Fall session.	January to March (by invite)	Yes	Superintendent and Asst. Superintendent attended 50% of DEA meetings

Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 11, 2019	BDDEC Boardroom (Teleconference)	Yes	
November 13, 2019	BDDEC Boardroom (Teleconference)	Yes	
February 11-13, 2020	Midnight Sun Recreation Center Lounge Room in Inuvik	Yes, Location moved to East Three Secondary School	
June 17, 2020	BDDEC Boardroom (Teleconference)	Yes	Additional meetings every two weeks since March 2020 by teleconference.



School Profiles

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

Total Number of Schools in District	9	Total Anticipated Student Headcount	1549
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School Name	Community	Grades Offered	Programming Highlights
Chief Julius School (CJS)	Fort McPherson	JK - 12	<ul style="list-style-type: none"> ● Single and split grades ● Northern Distance Learning ● Whole school approach to Language ● Culture Camps ● Full time instructional coach focusing on Grade 1 to 9 literacy
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK - 9	<ul style="list-style-type: none"> ● Multi-graded school with the following classes: JK/K, 1-3, 4-6, 7-9 ● Elders in the School program ● Full time teaching principal ● Grade 10-12 students access high school through the home boarding program in either Inuvik or Fort McPherson ● Partnership with the Aurora Learning Center has facilitated the offering of hands-on CTS courses to grades 7-9 students ● Active on-the-land programming



<p>East Three Elementary School (E3ES)</p>	<p>Inuvik</p>	<p>JK - 6</p>	<ul style="list-style-type: none"> ● Self regulation / Zones of Regulation ● WITS program ● Grade level Professional Learning Communities scheduled during common prep periods ● Elders in the School program ● On-the-land integrated and inclusive with a whole school approach ● Whole school access to an indigenous music and drama program ● Shared on the Land Coordinator with E3S ● School Based Literacy Consultant ● Two LLI Interventionists ● Addition of a second Inuvialuktun instructor for 2019-20 ● French Immersion Program ● Grade level Program Support Teachers ● Two full time instructional coach focusing on grade 1 to 6 literacy
<p>East Three Secondary School (E3SS)</p>	<p>Inuvik</p>	<p>7 - 12</p>	<ul style="list-style-type: none"> ● Host school for Northern Distance Learning Program ● Host school for Northern Dene Winter Games ● Elders in the School program ● French Immersion grades 7 to 9 ● Single grade classrooms ● On-the-land integrated and inclusive with a whole school approach ● Shared On the Land Coordinator with East 3 Elementary School ● One full time instructional coach focusing on grade 7 to 9 literacy



Moose Kerr School (MKS)	Aklavik	JK - 12	<ul style="list-style-type: none"> ● Split grades 1 to 9 ● Culture Camps ● Indigenous education and on-the-land programs ● WITS program ● Whole School Approach to Language(s) ● Elders In School Program ● Northern Distance Learning ● LLI where applicable from grades 1 to 9 ● Reflex/PRIME math ● Self regulation/Restitution ● Full time instructional coach focusing on grade 1 to 9 literacy
Inualthuyak School (IS)	Sachs Harbour	JK - 9	<ul style="list-style-type: none"> ● Partnership with Parks Canada to support on-the-land programming ● Access to 20% of full time instructional coach focusing on grade 1 to 9 literacy ● Community partnership with Recreation and access to gym in evening
Mangilaluk School (MS)	Tuktoyaktuk	JK - 12	<ul style="list-style-type: none"> ● Northern Distance Learning ● Whole School Approach to Language ● Elders in the School Program ● Combination of whole grade and split grade class ● Full time instructional coach focusing on grade 1 to 9 literacy
Helen Kalvak School (HKS)	Ulukhaktok	JK - 12	<ul style="list-style-type: none"> ● Elders in the School Program highlighted by Indspire ● Full time instructional coach focusing on grade 1 to 9 literacy ● Job embedded collaboration for teacher planning ● RTI teacher intervention program ● Mathology Pilot in grades 1 & 2 ● Infercabulary Pilot for students requiring vocabulary intervention



Angik School (AS)	Paulatuk	JK - 12	<ul style="list-style-type: none"> ● Increased enrollment ● On the land program ● Culture committee ● Full time instructional coach focusing on grade 1 to 9 literacy
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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.

In the 2019-2020 BDDEC will consist of nine schools. Two (Chief Paul Niditchie and Inualthuyak) of the nine schools offer Junior Kindergarten (JK) through grade 9 programming. Inuvik’s East Three Elementary School serves grades JK-6 while East Three Secondary School serves grades 7-12. The remaining five schools (Angik School, Chief Julius School, Helen Kalvak School, Mangilaluk School, and Moose Kerr School), offer grades JK-12.

Various language programs are provided in each community. Inuvik offers French Immersion programming from grades K-9. Gwich’in Language programming is offered in Fort McPherson, Tsiigehtchic, Aklavik and Inuvik. Inuvialuktun Language programming is offered in Aklavik, Inuvik, Tuktoyaktuk, Sachs Harbour and Paulatuk. Inuinnaqtun Language programming is offered in Ulukhaktok. Northern Distance Learning (NDL) provides access to high school ‘-1’ courses in Ulukhaktok, Aklavik, Tuktoyaktuk and Fort McPherson. All schools offer on-the-land programming for all students.

Projections:

<i>Regular Program</i>	<i>873</i>	<i>56.35%</i>
<i>Number of SSP Students</i>	<i>664</i>	<i>42.85%</i>
<i>Number of IEP Students</i>	<i>12</i>	<i>0.75%</i>

Projected Ethnic Demographics 2019-20	Dene	Inuit	Metis	Southern	Non	Total
Total	330	1018	24	8	169	1549

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.

Projected 2019-20

26 New Teachers
8 New Instructional Coaches
28 teachers from the region
66 teachers with full experience
Total number of teachers: 152

Average Length of Employment

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

Issues with housing continue. Limited housing available for teachers. Makes recruitment and teacher retention difficult. BDDEC is almost fully staffed. However, staffing schools has become more challenging. Teaching opportunities becoming increasingly available in southern Canada, teachers have accepted contracts in our region, only to notify us late in the summer that they have accepted teaching contracts elsewhere. This pattern adds stress on our administrators and schools causing impacts on student learning.

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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, 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:	To improve student success in Literacy (Reading & Writing) To improve student success in Numeracy To improve student success in Indigenous Language(s) & Culture To increase understanding and practice of Social Responsibility of students.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Literacy (Reading & Writing)</p>	<p>5% increase in students gaining at least one stanine increase in reading on CAT 4</p> <p>90% of students achieving Satisfactory level on the District Wide Write in May 2020 at working grade level.</p> <p>10% increase of total students writing at grade level by May 2020.</p> <p>10% increase of total students reading at grade level by May 2020.</p> <p>20% increase of students indicating at least a year's growth using Fountas & Pinnell.</p> <p>5% decrease in students' achievement gap on Grade 6 ELA AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 ELA AAT's.</p>	<p>4.8% increase in students gaining at least one stanine in reading on CAT 4.</p> <p>90% of students achieving Satisfactory on DWW (Data Unavailable due to COVID 19)</p> <p>26% of students writing at level Fall 2019</p> <p>22% of student reading at Level Fall 2019 and 26% of students reading at Level February 2020 indicating a 4% growth.</p>	<p>Writing Levels were not recorded in the Spring due to COVID 19. Growth data is unavailable.</p> <p>Reading levels were recorded until March 2020 and show an increase of 4% growth in students reading at level or higher. End of year growth data is unavailable due to COVID 19.</p> <p>Grade 6 & 9 AAT's were cancelled due to COVID 19</p>
<p>Numeracy</p>	<p>5% increase in students gaining at least one stanine increase in Math CAT 4.</p> <p>10% increase in students meeting expectations on the CMA's.</p> <p>5% decrease in students' achievement gap on Grade 6 Numeracy AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 Numeracy AAT's</p>	<p>7% increase in students gaining at least one stanine increase in Math CAT 4.</p> <p>8.2% increase in students meeting expectations on the CMA's</p> <p>AAT's were not written in 2019-20</p>	<p>BDDEC surpassed Numeracy CAT 4 target by 2%</p> <p>CMA's were not fully completed in 2019-20.</p>



<p>Indigenous Language(s) & Culture</p>	<p>80% of students speaking 7 of the traditional greetings of their home community.</p> <p>25% of students speaking at the Emergent level</p> <p>80% of students participating in at least 4 cultural activities.</p> <p>50% of parents discussing their child's language levels.</p>	<p>Greetings data incomplete due to COVID 19.</p> <p>13.6% of students speaking at the Emergent level as of Fall 2019.</p>	<p>Greetings data incomplete due to COVID 19.</p> <p>Cultural activities data unavailable due to COVID 19 and school(s) reopening plans.</p> <p>Parent/Guardian surveys were not completed due to COVID 19.</p>
<p>Social Responsibility</p>	<p>10 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.</p>	<p>30.2% of students attended 90+% which is an increase of 3.1%</p> <p>Overall attendance Sept to March 73% (0% growth)</p> <p>Parent Surveys were not collected because of COVID 19.</p>	<p>COVID 19 impacted attendance rates March to June 2020</p>
<p>Areas of Strength for the region</p>	<p>Despite COVID the percentage of students attending 90+% increased by 3.1% in 2019-20 to 30.2% from Sept 2019 - March 2020. Growth data was measured with CAT 4 achievement tests for the first time by BDDEC based on stanine growth. In 2019-20, students showing a year's growth by gaining one or more stanines increased 7% in Numeracy and 4.8% in Literacy.</p>		
<p>Areas for Development for the region</p>	<p>An area of development for the region is increasing the percentage of students speaking at the Emergent level in Indigenous languages. Currently 13.6% of students speak at the Emergent level. OPA data collection was interrupted in the spring of 2020 because of COVID 19. OPA data will be collected earlier in the fall of 2020 to determine if student levels increased from the baseline of 13.6%.</p>		



Additional Comments for the region	
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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 table details regional priorities and goals, and connections to Departmental priorities, 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 departmental priorities, for the school year.	School Improvement Plans are set with the BDDEC regional Strategic Plan for 2019-20. Principal meetings will be held three times a year to review the progress of SIP's.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	



% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	0%	Final SIP's will be shared with local DEA's and the public in November and December of 2020.
Areas of Strength for the region	A unified approach to School Improvement Plans was created in 2019-20. All schools were given the same template to create. Principals and local DEA's expressed excitement and interest about measurable targets outlined in SIP's.		
Areas for Development for the region	It took time for some school administrative teams to understand the new template. COVID 19 significantly impacted schools' abilities to achieve targets outlined in SIP's.		
Additional Comments for the region			

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 table details 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 .	Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	School Principals participated in classroom visits on an ongoing basis. BDDEC Consultants also frequently visited and supported classrooms. The BDDEC senior management team completed one round of classroom visits in 2019-20. Direct superintendent visits to the classroom was a new initiative for the Beaufort Delta region.		
Areas for Development for the region	A new district approach to unit plans was identified as a need in the district. A district template for unit plans is currently under development. A unified approach to unit plans will be an area of focus for 2020-21.		
Additional Comments for the region	Due to COVID 19 the spring Senior Management visits to classrooms were cancelled. Fall and spring visits will be scheduled again for 2020-21.		



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 table details 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 .	As per the policy all new staff as well as 5, 10,15 etc... will be formally evaluated by their supervisor.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	40	40	
Number of principal and assistant principals formally evaluated in the school year.	5	3	2 pending face to face meetings in Fall 2020.
Number of Education Body School Support Consultants formally evaluated in the school year.	1	1	
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2 Assistant Superintendents by Superintendent 1 Superintendent by DEC Chair	2 Assistant Superintendents by Superintendent 1 Superintendent by DEC Chair	
Areas of Strength for the region	Completion rate is nearing 100%.		
Areas for Development for the region	New principals require additional in-servicing on teacher evaluations.		

Additional Comments for the region	
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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 table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Regional training and in-servicing will be ongoing throughout the academic year. BDDEC Coordinators 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 2019-2020 BDDEC Strategic Plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on departmental priorities	100%	100%	
% of administration days dedicated to training and in-service.	50%	50%	

<p>% of collaborative STIP time dedicated to regional priorities</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The district in-service at the beginning of the year was a highlight. Clear messaging from the BDDEC senior management team set the targets for the district under four key areas of focus of the BDDEC Strategic Plan, including Indigenous Languages, Literacy, Numeracy and Social Responsibility. Culture-based hands on authentic learning experience was organized involving local Elders and BDDEC leadership. Learning Forward training was provided for all staff on <i>Becoming a Learning Team: A guide to a teacher led cycle of continuous improvement</i>.</p> <p>The BDDEC Instructional Coaches received 3 of 4 face to face training sessions.</p> <p><u>Session 1:</u> (1 week) provided training and development of coaching skills, leading PLCs, developing Literacy Action Plans, and strategizing what skills were needed for further training to best support improving literacy instruction at each local school.</p> <p><u>Session 2:</u> (2 weeks) provided training and development in coaching skills to best support the Fountas and Pinnell Assessment (delivery and use of reading data to drive instruction). Coaches also participated in a fish bowl coaching feedback model for coaching practice in one to one teacher meetings. Along with the Leveled Literacy Intervention teachers coaches also received training on Fountas and Pinnell Leveled Literacy Intervention programming and instruction. To finish Session 2, a select group of Grade 7-9 teachers joined the instructional coaches for Reading Apprenticeship Strategies training and classroom implementation.</p> <p><u>Session 3:</u> (1.5 weeks) provided training and development in using data from informal student writing samples to support and drive instruction for word work and vocabulary. Coaches also participated in a fish bowl coaching feedback model for coaching practice for classroom demonstrations.</p> <p><u>Session 4:</u> Cancelled due to COVID19</p> <p>For the first time in BDDEC’s history a joint Program Support Teacher and Instructional Coach in-service was</p>		



held in November of 2019. PST's and IC's came together to discuss how their roles can support students collectively. As Instructional Coaches is still a relatively new position to the district how the two roles functioned together was identified as a priority.

In addition, the BDDEC Instructional Coaches met for collaboration and support through video conferences 3 times from September to March. Face-to-face, in school support and feedback was intended for each local school from January - June 2020. 2 of 6 visits were completed before COVID19 shutdown.

The grades 7-9 ELA teachers met collaboratively for an introduction seminar on the collaborative units that are taught in those grades. These units are developed in BDDEC and are focused on Indigenous literature by Indigenous authors and are grounded in content and methodologies that are engaging for Indigenous youth learners. This introduction featured training on dealing with sensitive and complex topics and ways in which to strengthen home school communication when teaching important and triggering content.

Grades 7-9 ELA teachers, Instructional coaches, and PSTs met together in November 2019 to look at the joint roles shared between these positions through the delivery of the collaborative units so that all members can accurately and effectively support all learners through these engaging units. This clarified roles and increased successful outcomes for grades 7-9 learners. In addition, grades 7-9 ELA teachers received training on outcomes based reporting in gradebook and direct modeling of how to modify and adapt assignments to tailor specific student needs across multiple grade levels. For a portion of this training school wide BDDEC STIP times was unitized via distance.

The BDDEC Literacy Network meets 5-7 times a year through either face-to-face meetings or video conferences to collaboratively develop resources and discuss ways to improve the literacy programming in the schools and



	<p>district. Literacy network members received presentations on Indigenizing literacy teaching with a focus on content and methodology.</p> <p>PST's participated in monthly webinars with the BDDEC Regional Inclusive Schooling Coordinator Jane Khameba. PST's had the opportunity to share ideas and listen to presentations from interagency specialists.</p>
Areas for Development for the region	<p>A balance between district and territorial in-service scheduling is an area of development for the district. BDDEC would like to ensure it maximizes scheduled in-services times with ECE to cost share the high cost of employee travel to face-to-face in-services.</p>
Additional Comments for the region	<p>The region is challenged with a large geographical distance to serve. As a result bringing staff together for face to face inservices are expensive. We are continuing to explore distance learning opportunities to deliver online in-servicing.</p>

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region's role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p><u>Educational Leadership in Literacy</u></p> <ul style="list-style-type: none"> • Help develop and implement BDDEC's Annual Accountability Framework and Strategic Plan noting coherence between department, district, and local school priorities in literacy • Work with school representatives to determine priorities, and facilitate the development and implementation of strategic plans and programs that meet
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	<p>the diverse educational needs of students in literacy</p> <ul style="list-style-type: none"> • 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 • Provide direct support to schools and teachers through lesson demonstrations and coaching using effective research-based teaching strategies • Guide teachers in the use of data to inform instructional decisions • Develop and deliver staff training (in-service) opportunities within the region in consultation with BDDEC school staffs • Develop a new teacher in-service and professional development component that gives a deeper insight and understanding into literacy assessment, instruction and expectation in BDEC • Develop and support instructional coaches and coaching accountability framework. • Working with 7-12 Literacy Coordinator on co developing training and support models that meet ongoing initiatives.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	2.5	2.5	
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region	<p>One BDDEC Literacy Coordinator took on the additional responsibility of training new Instructional Coaches across the district. Training was well received. School leadership teams benefited from having both an Instructional Coach and Program Support Teacher(s) in place. Three coaches are located in Inuvik. Two serve the Beaufort region and three additional coaches serve the Delta region. The Instructional Coach Coordinator travels the district and works directly with coaches.</p> <p>Grades 7-12 literacy focuses largely on integrating Indigenized teaching and learning strategies as well as sourcing engaging and appropriate content that reflects Indigenous issues and connects with communities. The collaborative units in grades 7-9 are a successful and</p>		



	<p>comprehensive ELA program meant to standardize best practice and Indigenizing education efforts in ELA. These units are developed by BDDEC consultants and ELA teachers from across the region. They are standardized and supported by the 7-12 literacy coordinator and the Instructional coaches.</p> <p>The training on board supported literacy resources is an area of focus in literacy k-12 and specifically in grades 7-9 as we move into standard small group instruction in reading and writing. There were multiple training sessions and in school consultant support visits to begin to standardize this practice to achieve literacy targets in reading in 2019-2020.</p>
Areas for Development for the region	Knowledge of literacy & instructional strategies is ongoing for new staff to the district.
Additional Comments for the region	Turnover in the Beaufort Delta region continues to slow down training process as many teachers receive literacy training and leave the district within one to two years.

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



<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>All BDDEC schools provide a healthy foods program for students. A large number of students are coming to school hungry. So this program is essential to help meet the basic needs of students so that they can reach their academic potential.</p> <p>Healthy foods promotes healthy living, which increases the potential for wellness and student achievement. The Canada Food Guide is a resource available to ensure the appropriate food groups are used consistently and correctly.</p> <p>All BDDEC schools receive substantive funding for healthy foods programs called "<i>Healthy Foods for Learning</i>" which will be utilized for 2019-20 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines if applicable.	100%	100%	
Areas of Strength for the region	<p>Pre COVID-19 all schools provided healthy foods programs on site. Afterwards a variety of techniques were used to help support families from March to June of 2020.</p> <p>Angik School distributed food hampers in March of 2020 to families.</p> <p>CJS distributed food hampers in March of 2020 to families in Fort McPherson.</p> <p>CPNS continued their food hamper program during the COVID-19 closure months from March to June 2020.</p> <p>Mangilaluk School gave out food packages with local Rangers. Food vouchers were provided at Stanton's grocery store.</p> <p>MKS in Aklavik distributed & completed their food hamper program during the COVID-19 closure for the month of</p>		



	<p>April 2020.</p> <p>In Inuvik a donation was made to the local food bank in March of 2020.</p> <p>In Sachs Harbour food packages were made available to families when school work packages were picked up.</p> <p>In Ulukhaktok HKE partnered with the Hamlet to provide food to families.</p>
Areas for Development for the region	BDDEC will continue to explore safe ways to provide bagged meals or individualized plated meals during the reopening of all schools. The Beaufort Delta Divisional Education Council has provided reopening plans for all schools to the office of the CPHO.
Additional Comments for the region	

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	CJS	Breakfast Prepared Snacks Open Cupboard	Breakfast Prepared Snacks Open Cupboard (Achieved August 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food from school donated to local hamlet.
	CPNS	Breakfast with both hot and cold options Daily snack program.	Breakfast with both hot and cold options Daily snack program. (Achieved August 2019-March 2020)	COVID 19 impacted breakfast program. Food program continued after March closure with bagged meals.



	E3ES	Breakfast and Snack program.	Breakfast and Snack program. (Achieved August 2019 - March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food packages given out with school work packages.
	E3SS	Breakfast Program every morning, snacks available upon request throughout the day	Breakfast Program every morning, snacks available upon request throughout the day. (Achieved August 2019 – March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food program continued after March bagged meals with work package pickup. Food was donated to local food bank.
	MKS	Hot Breakfast and snack program every day	Hot Breakfast and snack program every day. (Achieved August 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food & food certificates donated to individual families.
	IS	Breakfast every day	Breakfast program occurred every day school was open from August 2019 to June 2020	COVID 19 cancelled in school food programs March to June 2020. Food was given out to families during student work package pick up.



	MS	Breakfast, Snack, Care Package, Open Cupboard for all students	Breakfast, Snack, Care Package, Open Cupboard for all students (Achieved August 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food packages given out in partnership with the Rangers.
	HKE	Breakfast program runs every day 5 times a week. Snack every day during and after school.	Breakfast program ran every day 5 times a week. Snack every day during and after school. (August 2019 - March 2020)	COVID 19 cancelled in school food programs March to June 2020. Partnered with Hamlet of Ulukhaktok to provide bi-weekly food hampers. All left over food donated to local Food Bank.
	AS	Breakfast and Snack open to all students 5 times a week. Hot breakfast is served 2 to 3 times a week.	Breakfast and Snack open to all students 5 times a week. Hot breakfast served 2 to 3 times a week. (Achieved August 2019 - March 2020)	COVID 19 cancelled in school food programs March to June 2020. Angik School distributed food hampers in March of 2020 to families.
Total number of days and months program is offered in each school.	CJS	Snacks 5 days a week; Breakfast (Fridays); Program runs Sept. to June	Snacks 5 days a week; Breakfast (Fridays) Program ran Sep 2019. to March 2020 (Achieved)	COVID 19 cancelled in school food programs March to June 2020.
	CPNS	Everyday school is open	Everyday school is open (Sept 2019 - March 2020) Bagged meals were added	COVID 19 cancelled in school program and classes as of March



			March 9th 2020 to June 2020.	6th 2020.
	E3ES	172 days; 10 months	112 days 6 months, 3 weeks. (Achieved until March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	E3SS	170 days; 10 months	112 days(6 months, 3 week Achieved until March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	MKS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020) Food Baskets distributed in April 2020	COVID 19 cancelled in school food programs March to June 2020.
	IS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	MS	Every day school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	HKS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	AS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.



Approximate Total Number of children and youth served each day.	CJS	140 youth snacks daily and 120 students served breakfast.	140 youth snacks daily and 120 students served breakfast until March 6th 2020	COVID 19 cancelled in school food programs March to June 2020.
	CPNS	<p>Approximate number of students served each time program is offered:</p> <ul style="list-style-type: none"> • Breakfast program ~ 24 students/day • Snack program ~40 students/day • Supper Club ~30 students/event • Food hampers ~20 students/month • Special events ~40 students/event 	<p>Approximate number of students served each time program is offered:</p> <ul style="list-style-type: none"> • Breakfast program ~ 24 students/day • Snack program ~40 students/day • Supper Club ~30 students/event • Food hampers was increased due to COVID. • Special events ~40 students/event 	COVID 19 impacted program. Program was adjusted to food hampers from March to June 2020.
	E3ES	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
	E3SS	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
	MKS	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
	IS	All students	All students	COVID 19 cancelled in school



				food programs March to June 2020.
	MS	All students in the school 239 students	All students in the school 239 students	COVID 19 cancelled in school food programs March to June 2020.
	HKS	60-90 students each day	60-90 students each day	COVID 19 cancelled in school food programs March to June 2020.
	AS	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
Criteria for participation per school. (Low income, fee, etc.)	CJS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	CPNS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	E3ES	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	E3SS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	MKS	Open to everyone	Open to everyone	COVID 19 cancelled in school



				food programs March to June 2020.
	IS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	MS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	HKS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	AS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.



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 table details 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, noted areas of strength and areas for development.

SSI Project Summary	<p>SSI will be the regional In-service for 2019-20. The BBDEC SSI project is a 3-year project entering the second year in 2019-20.</p> <p>The goals for the 2019-20 BBDEC SSI Project are as follows:</p> <ol style="list-style-type: none"> 1) Indigenize Teacher Planning. Increase access to MOODLE with BBDEC 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.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	100%	100%	
% of support staff from across the region that participate in SSI PD activities.	20%	20%	



Areas of Strength	The BDDEC Moodle was expanded in 2019-20 and teacher training was provided at the annual district in-service in August and throughout the year by BDDEC consultants. BDDEC principals attended Dossier training during the October CASS conference in Alberta. Learning Forward was invited to the BDDEC district in-service in August and all school leadership teams received training on learning cycles.
Areas for Development	Indigenizing all teaching practices is a continued ongoing goal for BDDEC. A shift away from Eurocentric westernized teaching practices is a continued long term goal for the district.
Additional Comments	A new Google Classroom has been created for teachers to access Indigenizing resources and planners.

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	

% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	All safe school plans submitted to Superintendent Frank Galway and reviewed individually with principals. A working group of principals and senior management created a new unified bullying procedure for BDDEC. Drafted in 2019-20 and will be implemented in 2020-21.		
Areas for Development for the region	Safe Schools consultant was invited in 2019-20 but cancelled because of COVID 19. Training sessions with Safe Schools consultant will be scheduled in 2020-21.		
Additional Comments for the region			

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 table details 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 .	BDDEC offers JK-3 WITS in all elementary schools. Some schools extend WITS and others use 4-6 LEADS. The Fourth R is used in all junior highs and high schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	8	8	
Number of schools offering LEADS to grade 4-6 students.	2	2	
Number of schools offering the Fourth R to grade 7-9 students.	8	8	
Number of schools offering HRPP to grade 10/11 students.	6	6	
Areas of Strength for the region	Some of the Support Assistants have been trained and certified in delivering WITs. The program is available to all who need training and they can print out certificates after completion of the training. BDDEC purchased and provided Social Thinking resources to all Program Support Teachers.		
Areas for Development for the region	New teachers to the district continue to learn WITS, LEADS and Fourth R.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including	CJS	JK-6 WITS Promote program with WITS Wednesdays	JK-6 WITS Promote program with WITS Wednesdays	



WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.		7-12 Fourth R (minimum 5 lessons)	(Achieved) 7-12 Fourth R (minimum 5 lessons achieved)	
	CPNS	<p>Social Thinking Curriculum:</p> <ul style="list-style-type: none"> • <i>Zones of Regulation</i> will be fully implemented in all classes • <i>We Thinkers!</i> will be introduced in Grades JK-2 in October 2019 and implemented by January 2020 • <i>Social Thinking and Me</i> will be introduced in Grades 3-6 in January 2020 and implemented by year end <p>Shanker© Self-Regulation:</p> <ul style="list-style-type: none"> • School and classroom audits will be completed by November 2019 	<p>Social Thinking Curriculum:</p> <ul style="list-style-type: none"> • <i>Zones of Regulation</i> implemented in all classes • <i>We Thinkers!</i> introduced in Grades JK-2 in October 2019 and implemented January 2020 • <i>Social Thinking and Me</i> introduced in Grades 3-6 January 2020. <p>Shanker© Self-Regulation:</p> <ul style="list-style-type: none"> • School and classroom completed by November 2019 <p>Social Thinking Curriculum:</p> <ul style="list-style-type: none"> • <i>Zones of Regulation</i> implemented in all classes • <i>We Thinkers!</i> introduced in Grades JK-2 in 	



			<p>October 2019 and implemented January 2020</p> <ul style="list-style-type: none"> · <i>Social Thinking and Me</i> introduced in Grades 3-6 in January 2020. <p>Shanker© Self-Regulation:</p> <ul style="list-style-type: none"> · School and classroom audits completed November 2019 	
E3ES	WITS – JK/K to Grade 6	WITS – JK/K to Grade 6	Covid 19 impacted the frequency of lessons.	
E3SS	Aboriginal Shield (Gr 8) 7-12 Fourth R (minimum 5 lessons)	Aboriginal Shield (Gr 8) 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
MKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
IS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
MS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
HKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 (5 out of 5 complete) 7-12 Fourth R (4 out of 5 complete)	Covid 19 impacted the frequency of lessons.	



	AS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R	Covid 19 impacted the frequency of lessons.
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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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, Tẖcẖo)	Type of SL Instruction (core, immersion, intensive)	Grade s of SL Instru ction	Frequency of SL Instruction (min/week)	Actual Frequency of SL Instruction (min/week)	Explanation for difference (if applicable)
CJS	Gwich'in	Core	JK-9	150 min/week	150 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
CPNS	Gwich'in	Core	JK-9	150 min / week Whole school	150 min / week	Covid 19 cancelled IL classes March -

				<p>opening exercises at beginning of day. Grades 1-9 for 15 minutes/day totaling 75 minutes/week.</p> <p>Weekly intensive language instruction at the school camp will be offered on Mondays</p>		<p>June 2020. IL supports continued through packages, on the land, etc.</p>
E3ES	French	Immersion	JK-6	1500 mins/week	1500 mins/week	<p>Covid 19 cancelled French classes March - June 2020 French language program continued with work packages, online learning, etc.</p>
	<i>Gwich'in</i>	Core	JK-6	60 mins/week	60 mins/week	<p>Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.</p>
	<i>Inuvialuktun</i>	Core	JK-6	60 mins/week	60 mins/week	<p>Covid 19 cancelled IL classes March - June 2020 IL</p>



						supports continued through packages, on the land, etc.
E3SS	<i>Gwich'in</i>	Core	7-9	131 min /week	131 min /week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	<i>Inuvialuktun</i>	Core	7-9	131 min/week	131 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	<i>French</i>	Immersion	7-9	720 min/week	720 min/week	Covid 19 cancelled French classes March - June 2020 French language program continued with work packages, online learning,



						etc.
	<i>Gwich'in</i>	Core (Semester)	10-12	400 min/week	400 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	Inuvialuktun	Core (Semester)	10-12	400 min/week	400 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	French	Core (Semester)	10-12	400 min/week	400 min/week	Covid 19 cancelled French Language classes March - June 2020. French language program continued with work packages, online learning, etc.
MKS	<i>Gwich'in</i>	Core		225 mins / week	225 mins / week	Covid 19 cancelled IL classes March -



						June 2020. IL supports continued through packages, on the land, etc.
	<i>Inuvialuktun</i>	Core		225 mins / week	225 mins / week	Covid 19 cancelled IL classes March - June 2020, IL supports continued through packages, on the land, etc.
IS	<i>Inuvialuktun</i>	Core	JK-9	150 mins / week	150 mins / week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
MS	<i>Inuvialuktun</i>	Core	JK-9	JK - 8 (35min a day, 175 a week) Gr 9 (45 min a day, 225 a week)	JK - 8 (35min a day, 175 a week) Gr 9 (45 min a day, 225 a week)	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
HKE	<i>Inuinnaqtun</i>	Core	JK-10	225 mins / week	225 mins / week	Covid 19 cancelled IL classes



						March - June 2020. IL supports continued through packages, on the land, etc.
AS	<i>Inuvialuktun</i>	Core	JK-9	225 mins/week	225 mins/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.

** One row per Language/per school*



3. Inclusive Schooling

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

Regional Inclusive Schooling Coordinators

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

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

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



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)
CJS	1.18	1.25	Difficult to schedule 1.18 so BDDEC increased to 1.25	1.25	
CPNS	1.0	1.0		1.0	
E3ES	3.25	3.5	0.25 increased to add additional support	3.5	
E3SS	2.32	2.32		2.32	
MKS	1.08	1.08		1.08	
IS	0.5	0.5		0.5	
MS	2.0	2.0		2.0	
HKS	1.02	1.02		1.02	
AS	1.0	1.0		1.0	
TOTAL	13.34	13.67		13.67	



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.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Aklavik	1.99	2.4	Additional support added	7.2	Additional support added by BDDEC and Jordan's Principle
Fort McPherson	2.19	2.4		11.2	Additional SA's provided with Jordan's Principle
Ulukhaktok	1.88	1.6		6.4	Jordan's Principle Funding and BDDEC added additional positions
Inuvik – E3SS	11.31	4.0		7.2	Additional support added by Jordan's Principle
Inuvik – E3ES		10.4		10.4	
Paulatuk	0.93	1.6		6.4	Additional support added by Jordan's Principle
Sachs Harbour	0.17	0.8		1.6	Additional support added by Jordan's Principle
Tsiigehtchic	0.53	0.25		1.6	Additional support added by Jordan's Principle
Tuktoyaktuk	3.70	3.70		5.6	Additional support added by Jordan's

					Principle
TOTAL	22.70	24.15		57.6	Additional funding added to provide support by BDDEC and Jordan's Principle

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)
\$170,282	\$170,282		\$64,191.87	COVID 19 cancelled some training. Remaining funding will be rolled over for 2020-21.

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?
SIVA training	New Support Assistants in 1st or 2nd year	SIVA Training is a holistic, relationship-based model that effectively utilizes collaboration, goal-direction, self-management and healthy empowerment to strengthen relationships and create safety with individuals with challenging behaviours and complex needs	Inuvik Feb 12-13 2020	Yes	
PST In-services	Program Support Teachers from across BDDEC	Student Support Plans & IEP's / Self Regulation PST Time Use	Inuvik November 5th 6th 2019	Yes	Date changed to Nov 28th & 29th 2019
ECE approved Software	All staff	Using TIENET to complete Inclusive schooling documents	The last week of August 2019 and follow-up training in September	Yes	
Wellness (Self-Regulation)	All Staff	Implementing self-regulation in the classroom	This will be on-going in all schools	Yes	



Inclusive schooling Directive	All Staff	Removing and/or reducing barriers by increasing support services	Training to take place during BDDEC In-service, with ongoing follow-up	Yes	ECE supported during Feb PD days.
30 Minutes Problem Solving	PSTs and Teachers	School-based support team process	September 2019 with follow-up check-in for supports	Yes	
Mental Health	All Staff	Trauma informed classrooms	September 2019 and follow-up webinars	Yes	

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental 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 departmental priorities, for the school year.	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. Face – Face PD courses and 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.
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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%	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%	50%	Jordan's Principle hires received SIVA training in February. Difficult to bring in SA's with teachers due to the size of Inuvik and hotel availability. In 2020-21 we will be developing more online webinars. Also hiring a consultant to work with new SA's.
% 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	<p>BDDEC as a region has provided opportunities for professional development for all staff to advance their knowledge in Inclusive Schooling. Training has been available both in person and on-line with courses meant to equip staff with knowledge and skills for supporting students with diverse needs to reach their fullest potential.</p> <p>Some staff members have already been certified in a variety</p>		



	<p>of courses including Self-Regulation, Insights to Behaviour as well as WITS and LEADS. Additionally, all Program Support Teachers have been trained in using TIENET to store students documents including SSPs and IEPs. They have become more competent in their responsibilities.</p> <p>Collaboration and consultation among team members has been great and ongoing. Where necessary, experts have been contracted to provide specific training as needed.</p> <p>During the COVID-19 pandemic, staff continued to access training via Webinars.</p>
Areas for Development for the region	Every year we receive new staff who need training in a variety of areas of which some settle quickly and some need more time to adjust.
Additional Comments/Requests for Support for the region	<p>BDDEC will continue to find better ways to train support staff. Jordan's Principle has significantly increased the number of support staff BDDEC employs. Bringing all Support Assistants together for an in-service is expensive and near impossible to do with all teaching staff due to a lack of accommodations in Inuvik. Consideration for a new model of training for 2020-21 include a designated BDDEC consultant for Support Assistant job embedded training.</p> <p>A second PST in-service was planned for Spring 2020 but cancelled because of COVID 19. VTRA training for school admin and PST's was scheduled for May 2020 but cancelled because of COVID 19.</p>

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Merrill Dean	Ed Psych Service	To provide workshop/in-service/consultations/observations	8 schools	October 2019 to May 2020	\$172,000.00



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 (\$)
\$152,263	\$236,135.67	Computer Hardware & Software to support students with learning disabilities.	\$83,872.67 additional funding spent in response to COVID 19 needs.



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)
Aklavik	\$23,691	\$23,691		\$14,214.60	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Fort McPherson	\$24,736	\$24,736		\$14,841.50	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Ulukhaktok	\$25,200	\$25,200		\$15,120.00	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Inuvik – E3SS	\$64,862	\$24,862		\$14,917.20	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Inuvik – E3ES		\$40,000		\$23,150.80	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.



Paulatuk	\$19,812	\$19,812		\$11,887.30	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Sachs Harbour	\$15,564	\$15,564		\$9,338.40	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Tsiigehtchic	\$16,615	\$16,615		\$9,969.00	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Tuktoyaktuk	\$34,435	\$34,435		\$20,661.00	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
TOTAL	\$224,915	\$224,915		\$134,109.08	Guest speaker trips were cancelled due to COVID 19. Schools visits from Educational Psychologist Merrill Dean to support social, emotional issues were cancelled from March 2020-June 2020. Additional funds will be rolled over to 2020-21.



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 table details 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 BDDEC RISC as well one BDDEC Assistant Superintendent will support PD for PST's on SSP's and 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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	90%	Getting parents in for consent and signatures has been a challenge at times.
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	90%	Slow implementation of IEPs because of late and/or lack of signatures from caregivers.
Number of students not able to participate in the Common Learning Environment in their home community.	3	3	



% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	90%	Some schools have had teachers starting late in the year.
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	90%	New teachers continue to learn about differentiating instruction.
Number of students in temporary residency situations or homebound for whom education programs are provided.	12	12	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Monthly (minimum)	The RISC meets with PSTs regularly via phone calls, text messages, and emails; and once a month via video conferencing.	
Number of times per year that the RISC meet with the PSTs in person	Three times a year (Minimum)	3-5 times depending on the needs of the school.	
Areas of Strength for the region	<p>Inclusive Schooling has a strong network where everyone is supported. This year we had more experienced PSTs than the year before. We have been working together as a team to support students to learn in a common learning environment. Additionally, we have been working collaboratively with integrated services including the Speech and Language Pathologists, Occupational Therapists, and Educational Psychologists to make sure all students' needs are met in good time. Provision of resources has helped in facilitating the implementation of SSPs and IEPs.</p> <p>PSTs, supported by the RISC and Assistant Superintendent have taken the lead on building good relationships with families who have children with complex needs.</p>		



	<p>BDDEC provides many opportunities for professional development to all staff including PECS, Self-Reg, Non Violent Crisis Intervention, SIVA, ASSIST and Self Care training in 2019-20. Partnerships with ECE and local Indigenous governments help provide more PD opportunities for BDDEC staff.</p>
<p>Areas for Development for the region</p>	<p>It was challenging to provide services to students in homes where there was no internet during the COVID-19 pandemic. For example, Speech and Language Services that normally happen over Teleconference were not possible. BDDEC provided modems and turbo sticks to families in response to internet needs. BDDEC has applied for funding to purchase electronic tablets and laptops for students in 2020-21.</p>
<p>Additional Comments for the region</p>	



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.	Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment. There will be a focus on theory-to-practice support for classroom teachers, in instructional strategies. Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staff members.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%	90%	Some students are in and out of their classrooms due to their complex needs.
% of classroom teachers who will meet with the PST at least once a month.	100%	100%	
% of support assistants who will meet with PST at least once a month.	100%	100%	

<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100%</p>	<p>100%</p>	
<p>% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools that have a fair process for equitable access to extracurricular activities.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Training in use of flexible instructional strategies has been available to all staff. In person follow-up and coaching for teachers and support assistants have been provided.</p> <p>BDDEC provides time, materials and resources to staff for use in supporting the education of students in a common learning environment.</p> <p>During the COVID-19 season, modified learning packages and resources were sent home for students to continue with learning at home. BDDEC staff continued to follow-up and support students through phone calls, Facetime, and Facebook.</p> <p>There has been continuous collaboration and virtual meetings among school Principals, PSTs, the RISC, Teachers, and Support Assistants, and families to report on students' progress as students learn from home.</p>		
<p>Areas for Development for the region</p>	<p>COVID 19 pandemic negatively impacted staff members and students who learn and work best face to face.</p>		
<p>Additional Comments for the region</p>	<p>In response to COVID 19 PST's provided user-friendly visual schedules to parents and/or caregivers with precise information regarding establishing routines at home. Program Support Teachers (PSTs) and Support Assistants (SAs) followed up with families to ensure routines are customized/tailored to each individual family's needs. Learning materials were prepared with modifications to fit the home environment. All</p>		



assignments included simple instructions in a step by step format. Packages were prepared with differentiated instruction in mind to meet the changing dynamics and learning environments of home school settings.



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 table details 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.	The implementation of flexible instructional strategies would be enhanced and new teachers will be able to utilize the SBST supports in a more effective manner.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	

Areas of Strength for the region	All schools in BDDEC established their SBSTs at the beginning of the school year and they have been very active in assessing students' needs, completing referrals and following up to make sure each individual student's needs are met.
Areas for Development for the region	School profiles and referral processes will be standardized in 2020-21 with support from BDDEC and ECE.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	CJS	30 minutes per student based on #of referrals/month	SBST teams averaged 30 mins per student / month	SBST meetings occurred less frequently as a result of COVID 19.
	CPNS	monthly for 60 minutes (PST, principal, RISC, SBST teacher, SBST SA, and invited BDDEC small school PST) for referrals and intakes	monthly for 60 minutes (PST, principal, RISC, SBST teacher, SBST SA, and invited BDDEC small school PST) for referrals and intakes	SBST meetings occurred less frequently as a result of COVID 19.
	E3ES	240 mins/month	240 mins/month	SBST meetings occurred less frequently as a result of COVID 19.
	E3SS	4 times a month, approx.. 80 minutes/meeting	4 times a month, approx.. 80 minutes/meeting (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.
	MKS	Twice a week for two separate hours	Twice a week for two separate hours (Achieved prior to COVID 19)	SBST meetings occurred less frequently as a result of COVID 19.



				19.
	IS	Daily	Daily (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.
	MS	One hour bi weekly	One hour bi weekly (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.
	HKE	Minimum 180 mins a month. 45 minutes weekly meeting with Principal, Vice Principal, PST, Instructional Coach, Referring Teacher, S.A. if applicable (Parent or guardian depending on level of intervention) Outside agencies where necessary	Meetings occurred as scheduled with additional meetings if necessary until school closure.	SBST meetings occurred less frequently as a result of COVID 19.
	AS	Weekly 30 mins	Weekly 30 mins (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.



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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>Improve collaboration between home and school with more active participation so that relevant changes, current performances and action plans can be more easily implemented.</p> <p>Weekly SBST meetings will occur in all schools with core members-the principal, PST, counselor, relevant teacher (s), and occasional members such as parents on as needed basis.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%	90%	Some parents have been invited to participate in IEP meetings but didn't show up even with multiple follow-up invitations.



<p>% of students participating in developing their own SSPs, when required and appropriate.</p>	<p>100%</p>	<p>80%</p>	<p>Some of the students have been unable to participate because they are young and/or have complex needs</p>
<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>100%</p>	<p>70%</p>	<p>Some of the students have been unable to participate because they are young and/or have complex needs such as Autism</p>
<p>Areas of Strength for the region</p>	<p>In 2018-19 there were 733 students on student support plans. In 2019-20, thanks to universal design, collaboration between PST's, teachers, school admin, parents and students the number was reduced to 509. Which is a reduction of 224 SSP's (30.5% reduction rate).</p> <p>BDDEC has provided opportunities for staff to learn more about Educational Programming Options in the NWT. All Program Support Teachers have been trained in the development of student support plans (SSPs) and Individualized Education Plans (IEPs). All student plans are stored in TIENET and hard copies are stored in student files and locked in cabinets.</p>		
<p>Areas for Development for the region</p>	<p>More students can participate in the development of their own IEPs as we move towards "I Can Statements." This is in progress.</p>		
<p>Additional Comments for the region</p>			



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.	All PST's in 2019-2020 in BDDEC will spend no less than 60 % of their time engaged in activities directly supporting classrooms. The PST priorities are set at the beginning of the school year based on student need and reinforced by the administration.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	90%	Some of the PSTs spent less than 60% supporting teachers because they were planning for classes that had no teachers or were attending to other administrative duties.
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	100%	

<p>Areas of Strength for the region</p>	<p>A majority of PSTs spent 60% of their time supporting teachers in the classrooms. BDDEC invited PSTs for inservice regarding time allocation for different activities (25%-working with students, 15%-organization, and 60%-supporting teachers). Through this training, PSTs became more efficient in scheduling. Support for PSTs was provided during school visits by the RISC.</p>
<p>Areas for Development for the region</p>	<p>Being fully staffed for the entire academic year. In some schools, some classes didn't have teachers and were depending on substitute teachers. In the absence of a teacher the PST has to do the planning for the class.</p>
<p>Additional Comments for the region</p>	



4. Indigenous Languages and Education

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

Regional Indigenous Language and Education Coordinators

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

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized 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	1.5	0.5 PY for Indigenizing Education Coordinator working with RILE & Assistant Superintendent. 1.0 PY RILE	1.5	0.5 RILE funding used to support Indigenizing Education Coordinator position. Position and funding will be reassessed in 2020-21.

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
Aklavik	1.45	2.0	Budgeted more than allocation to support 2 classes	2.0	
Fort McPherson	1.57	1.5	N/A	1.5	
Ulukhaktok	1.37	1.0	Elders support language learning	1.0	
Inuvik – E3SS	5.54	3.0	On the Land Coordinator	3.0	
Inuvik – E3ES		3.5	Indigenous Music Instruction	3.5	
Paulatuk	1.00	1.00	N/A	1.0	
Sachs Harbour	0.50	0.50	N/A	0.5	
Tsiigehtchic	0.75	0.75	N/A	0.75	
Tuktoyaktuk	2.39	2.5	On the Land Coordinator	2.5	
TOTAL	14.57	15.75		15.75	



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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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.

Community	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
Aklavik	\$40,200	\$40,200		\$2,348.00	Roll over funds due to COVID 19
Fort McPherson	\$40,200	\$40,200		\$13,332.29	Roll over funds due to COVID 19
Ulukhaktok	\$43,800	\$43,800		\$6,196.25	Roll over funds due to COVID 19
Inuvik – E3SS	\$84,700	\$25,410		\$6,420.54	Roll over funds due to COVID 19
Inuvik – E3ES		\$59,290		\$10,139.71	Roll over funds due to COVID 19
Paulatuk	\$36,500	\$36,500		\$2,574.79	Roll over funds due to COVID 19
Sachs Harbour	\$36,500	\$36,500		\$2,354.41	Roll over funds due to COVID 19
Tsiigehtchic	\$34,500	\$34,500		\$3,524.36	Roll over funds due to COVID 19
Tuktoyaktuk	\$42,600	\$42,600		\$37,264.47	Roll over funds due to COVID 19

TOTAL	\$359,000	\$359,000		\$84,154.82	Roll over funds due to COVID 19
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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. It is important for 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.

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.	ILE Committee at each school reports to Regional Indigenizing Education Team (RILE, Indigenizing Coordinator & Assistant Superintendent).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%	
% of schools with Elders in Schools programming	100%	100%	
% of schools hosting community gatherings rooted in local cultures	100%	100%	



Areas of Strength for the region	BDDEC schools consistently hire Elders to assist with cultural programming. Elders advise and help with cultural events to create authentic learning for our students. Our schools host a variety of events and programs which involve community and celebrate important seasonal and cultural traditions.
Areas for Development for the region	All schools have an ILE committee established to create and facilitate ILE action plans. BDDEC is aiming to expand membership and streamline activities of the ILE committees in BDDEC schools. All schools follow a cultural calendar in 2020-21.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	CJS	Cultural orientation; Demonstrations when planning around Dene Kede; On the land planning and delivery; Language revitalization; Language mentors; storytelling (Ongoing)	Cultural orientation; Demonstrations when planning around Dene Kede; On the land planning and delivery; Language revitalization; Language mentors; storytelling (Complete)	COVID 19 impacted programming March to June 2020.
	CPNS	Whole school: supporting the ILE to prepare materials in the Gwich'ya Gwich'in dialect, supporting cultural activities at the school camp, providing guidance in the observance of Dene laws (Ongoing) Project/event specific: teachers of cultural skills,	Whole school: supporting the ILE to prepare materials in the Gwich'ya Gwich'in dialect, supporting cultural activities at the school camp, providing guidance in the observance of Dene laws (Complete) Project/event specific: teachers of cultural skills,	COVID 19 impacted programming March to June 2020.



		<p>passing on traditional knowledge & oral history</p> <ul style="list-style-type: none"> JK-G3: plants & medicines, fish cutting, snaring, preparing rabbit meat G4-G9: meat preparation & preservation, medicine preparation, sewing, camp preparation, winter hunt, canoe trip <p>Seasonal / Once a year.</p>	<p>passing on traditional knowledge & oral history</p> <ul style="list-style-type: none"> JK-G3: plants & medicines, fish cutting, snaring, preparing rabbit meat G4-G9: meat preparation & preservation, medicine preparation, sewing, camp preparation, winter hunt, canoe trip <p>Seasonal / Once a year. COMPLETE</p>	
	E3ES	JK/K to Grade Six – at least one/month	JK/K to Grade Six – at least one/month completed up until March 2020	COVID 19 impacted programming March to June 2020.
	E3SS	Breakfast Program in the language (daily) -On the Land In-Class Participation (Part-Time, Event Specific monthly)	Breakfast Program in the language (daily) COMPLETE -On the Land In-Class Participation (Part-Time, Event Specific monthly) COMPLETE)	Breakfast program was discontinued with school closure March to June 2020.
	MKS	Language Class Support (daily) On the Land or Specific areas of teachings (monthly)	Language Class Support (daily) On the Land or Specific areas of teachings (monthly) Complete	COVID 19 impacted programming March to June 2020.
	IS	Traditional Skills / Language (weekly)	Traditional Skills / Language (weekly) Complete	COVID 19 impacted programming March to June 2020.
	MS	Storytellers (monthly)	Storytellers (monthly)	COVID 19 impacted programming March to June 2020.



		<p>Crafts (weekly)</p> <p>Arctic Sports (three times a year)</p> <p>OTL Activities (monthly)</p> <p>Whole School Language activities (monthly)</p>	<p>Crafts (weekly)</p> <p>Arctic Sports (three times a year)</p> <p>OTL Activities (monthly)</p>	
	HKS	Every week. Full Time Cultural Coordinator	In class support for indigenizing content, language acquisition, culture programs, OTL support, translation, liaison to community elders and organizations. Support to ensure authenticity of activity and the alignment of activity was in keeping with traditional time of the Inuvialuit culture (Return of the sun, harvesting, drum dance, songs, arctic sports, etc).	COVID 19 impacted programming March to June.
	AS	10 special events. Two times monthly in the IL classroom.	10 special events. Two times monthly in the IL classroom. Achieved	COVID 19 impacted programming March to June 2020.
Type of activities provided through Elders in Schools (description/grades)	CJS	Every Week with story telling and cultural teachings.	Every Week with story telling and cultural teachings. Complete	COVID 19 impacted programming March to June 2020.
	CPNS	Story telling Trapping Cultural Activities	Story telling Trapping Cultural	COVID 19 impacted programming March to June 2020.



		(weekly)	Activities (Achieved)	
	E3ES	Language Support; Reading Support; Cultural Support (weekly)	Language Support; Reading Support; Cultural Support (Complete)	COVID 19 impacted programming March to June 2020.
	E3SS	Story telling Cultural Activities (weekly)	Story telling Cultural Activities (Complete)	COVID 19 impacted programming March to June 2020.
	MKS	Elders will be utilized in classrooms and out on the land for JK-12 (Classroom story telling visits weekly) On The Land Guide (two times a year) (Elders annual feast)	Elders utilized in classrooms and out on the land for JK-12 (Classroom story telling visits weekly) On The Land Guide (two times a year) (Elders annual feast) Complete	COVID 19 impacted programming March to June 2020.
	IS	Story telling Cultural Activities (monthly)	Story telling Cultural Activities (monthly) Complete	COVID 19 impacted programming March to June 2020.
	MS	Story telling Cultural Activities (monthly)	Story telling Cultural Activities (monthly) Complete	COVID 19 impacted programming March to June 2020.
	HKS	Musk-Ox Harvest - Fox Trapping - On The Land Safety/Camp Setup - Igloo Building - Plant Collecting/identificat ion - Ice Conditions - Traditional Stories - Animal Tracking - Seal Harvest - Language Camp –	Musk-Ox Harvest - On The Land Safety/Camp Setup - Plant Collecting/identifica tion - Ice Conditions - Traditional Stories - Animal Tracking - Language Camp – Fall - Traditional Tool Making	HKS has an ongoing partnership with Nunamin who provide language and culture revitalization classes. Partnership with Nunamin - Fox Trapping - Igloo Building - Net setting Covid-19 Closure



		<p>Fall</p> <ul style="list-style-type: none"> - Language Camp – Spring - Net setting - Traditional Tool Making - Elder Studies - Traditional Foods - Cultural Sewing - Carving <p>(Cultural activities every week and are seasonal)</p>	<ul style="list-style-type: none"> - Elder Studies - Traditional Foods - Cultural Sewing - Carving <p>(Cultural activities every week and are seasonal)</p>	<ul style="list-style-type: none"> - Seal Harvest - Language Camp – Spring
	AS	<p>Traditional cooking</p> <p>Preparation of Game</p> <p>Guiding</p> <p>Story Telling</p> <p>(monthly)</p>	<p>Traditional cooking</p> <p>Preparation of Game</p> <p>Guiding</p> <p>Story Telling</p> <p>(monthly)</p> <p>Complete</p>	<p>COVID 19 impacted programming March to June 2020.</p>
<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	CJS	<p>(Twice a month) Feast, Family nights and cultural activities</p> <p>Immersion Camp(s) with Elders/community members invited happens two times a year</p>	<p>(Twice a month) Feast, Family nights and cultural activities</p> <p>Immersion Camp(s) with Elders/community members invited twice a year (Complete)</p> <p>17 OTL camps for the year in total for CJS were complete.</p>	<p>COVID 19 did impact programming March to June 2020.</p>
	CPNS	<p>CPNS – Elders in Schools funding will be used for: language support, cultural support, on-the-land programming, KCEs</p> <p>All grades</p> <ul style="list-style-type: none"> · Fish feast in the fall to celebrate fish camp · Traditional foods feast with 	<p>CPNS – Elders in Schools funding will be used for: language support, cultural support, on-the-land programming, KCEs</p> <p>All grades</p> <ul style="list-style-type: none"> · Fish feast in the fall to celebrate fish camp · Traditional foods feast with 	<p>COVID 19 did impact programming March to June 2020.</p>



		Gwich'in language games in October/November to celebrate fall hunting and gathering Elders activities happen weekly	Gwich'in language games in October/November to celebrate fall hunting and gathering Elders activities happen weekly	
	E3ES	JK/K to Grade Six – at least one/month Feasts Elders/community invited to assemblies Family Fun nights	JK/K to Grade Six – at least one/month Feasts Elders/community invited to assemblies Family Fun nights Complete	COVID 19 did impact programming March to June 2020.
	E3SS	Feasts Assemblies Dinners Community Nights AWG's Minimum once a month	Feasts Assemblies Dinners Community Nights AWG's Minimum once a month Complete	COVID 19 did impact programming from March to Jun 2020.
	MKS	Family fun night (NAAWW), Open house (meet new teachers), Grandparents Day, Christmas gathering, Elders feast, Library events. (monthly and seasonal)	Family fun night (NAAWW), Open house (meet new teachers), Grandparents Day, Christmas gathering, Elders feast, Library events. Complete	COVID 19 did impact programming March to June 2020.
	IS	JK/K to Grade Six – at least one/month Culture/Literacy Nights Feasts Christmas gathering	JK/K to Grade Six – at least one/month Culture/Literacy Nights Feasts Christmas gathering Complete	Partnership with Nunamin - Return of the Sun - Demo nights - language nights - Storytelling
	MS	Part Time Event/Project Specific All Grades Family Night	Part Time Event/Project Specific All Grades Family Night	COVID 19 did impact programming March to June 2020.



		Literacy Night Cultural events AWG Hand games	Literacy Night Cultural events AWG Hand games (Complete)	
	HKS	Cafes offered twice a month. Family Literacy Nights Board game nights Community Feast Elder Celebration – 3 a year Breakfasts – 4 a year Community Lunch – 2 a year Fall Outing - October Christmas Games – December Easter Celebration – April Spring Outing – May Arctic Café – bi-weekly	Cafes offered twice a month. Family Literacy Nights Board game nights Community Feast Elder Celebration – 3 a year Breakfasts – 4 a year Community Lunch – 2 a year Fall Outing - October Christmas Games – December Easter Celebration – April Spring Outing – May Arctic Café – bi-weekly (Complete)	COVID 19 did impact programming March to June.
	AS	Minimum once a month All Grades Elder's Feasts Christmas Yard Sales Mother's Day Father's Day Easter Feasts Cultural Nights	Minimum once a month All Grades Elder's Feasts Christmas Yard Sales Mother's Day Father's Day Easter Feasts Cultural Nights (Complete)	COVID 19 did impact programming March to June.



Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region's approach to Strengthen 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 strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness training.	All schools will be in-serviced on draft ILE handbook. All staff including support assistants, custodians and school secretaries participate in cultural orientation days. 100% of teachers will receive Residential School Awareness training.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)	6 days 3 day BDDEC In-services 2 day Cultural orientation days. 3 ILE workshops held annually	6 days 3 day BDDEC In-services 2 day Cultural orientation days. 2 ILE workshops	1 ILE workshop was cancelled due to COVID 19
% of schools holding Teacher Cultural Orientation Days	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participants	Elders support Blanket Activity All staff	Returning staff attended cultural activities which included Residential School awareness	The RILE planned an inclusive training session for new staff and organized events for returning staff that supplemented learning

		elements and new staff were given Residential School Awareness sessions on the land with Elders and support personnel.	they had received through the blanket exercise in the 2018-2019 school year.
Areas of Strength for the region	<p>BDDEC staff are given many opportunities for professional learning about Residential Schools through the fall orientation, as well as the school based cultural orientation days. The school based training days provide staff with stories of their local Elders and resource people, as well as, provide dialogue surrounding the ways in which the school and the staff can have increased knowledge of the community's history with the Residential School System. In addition, BDDEC schools have access to a support network for training in the new OLC, the ILEH and the integration of the Dene Kede and Inuuqatigiit curricula through the Regional Indigenous Languages and Education team.</p>		
Areas for Development for the region	<p>As we move forward, there will be an increased emphasis on collaboration between ILI's and classroom teachers as well as accessing the knowledge and skills of the local support staff. There are many ways the new OLC and cultural curricula support classroom instruction and this will be an important focal area for the 2020-2021 school year.</p>		
Additional Comments for the region			



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	CJS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	CPNS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	E3ES	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	E3SS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	MKS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.



	IS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	MS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	HKS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	AS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
Number of local resource people involved in planning and delivering Cultural Orientation Days.	CJS	12 local community members	12 local community members	COVID 19 did impact programming March to June.



	CPNS	Community members involved in 2 nd local Cultural Orientation Day: <ul style="list-style-type: none"> · 1 Elder · 2 resource people for traditional skills · 1 cook 4 resource people for transportation	Community members involved in 2 nd local Cultural Orientation Day: <ul style="list-style-type: none"> · 1 Elder · 2 resource people for traditional skills · 1 cook 4 resource people for transportation	
	E3ES	4 local community members	4 local community members	COVID 19 did impact programming March to June.
	E3SS	3 community members	3 local community members	COVID 19 did impact programming March to June.
	MKS	5 community members	5 local community members	COVID 19 did impact programming March to June.
	IS	2 community members	3 local community members	COVID 19 did impact programming March to June.
	MS	5 community members	6 local community members	COVID 19 did impact programming March to June.
	HKS	4-5 community members Cultural	5 local community members	COVID 19 did impact programming March to June.



		Orientation Days 100% of school staff.		
	AS	3 community members	3 local community members	COVID 19 did impact programming March to June.

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>Assigned Assistant Superintendent, RILE and Indigenizing Coordinator (0.5) will oversee the regional IL program implementation. All schools will be visited and in-serviced.</p> <p>Whole School Approach to language targets set in the BDDEC regional strategic plan. 80% of students speaking 7 of the traditional greetings of their home community. 100% of teachers will learn the 7 traditional greetings by May 2020.</p> <p>The BDDEC strategic plan encourages the use of ILE 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 2019-20.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Students, staff and community members have expressed an appreciation for schools' focus on implementing a whole school approach to language. Morning circles in Tsiigehtchic and Ulukhaktok started the day off with the entire school population practicing Indigenous languages. All school improvement plans set targets for language fluency and percentage of staff and students speaking 7 traditional greetings.		
Areas for Development for the region	The BDDEC strategic plan encourages the use of ILE language for instructors and students. The Beaufort Delta Divisional Education Council's strategic plan encouraged parents to participate in the use of IL language(s). A target of 50% of parents/guardians discussing their child's language level has been set for 2019-20 however surveys were incomplete due to COVID 19. BDDEC will continue with parent/guardian surveys in 2020-21.		
Additional Comments for the region	Despite COVID some schools have submitted OPA data. In the fall of 2020 we will collect all outstanding OPA data and report regional language indicators.		



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	CJS	<p>Signage; Classroom teachers go with students to Gwich'in class; Teachers use some Gwich'in words in class and sing song and count number etc. in Gwich'in as well continue themes that are being learned in Gwich'in class</p>	<p>Signage; Classroom teachers go with students to Gwich'in class; Teachers use some Gwich'in words in class and sing song and count number etc. in Gwich'in as well continue themes that are being learned in Gwich'in class</p> <p>ACHIEVED</p>	<p>COVID 19 impacted efforts from March-June 2020</p>
	CPNS	<p>Morning Language Mentorship. Older student paired with younger student. Every morning 100% of students Curriculum planning:</p> <p>Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming monthly teaching plan</p> <p>Our Languages curriculum: Whole school conversational Gwich'in practice as part of morning routine</p> <p>Teacher-led classroom morning circles to teach and reinforce Gwich'in phrases being learned.</p>	<p>Morning Language Mentorship. Older students paired with younger students. Every morning. (Achieved) 100% of students Curriculum planning:</p> <p>Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming monthly teaching plan (Achieved)</p> <p>Our Languages curriculum: Whole school conversational Gwich'in practice as part of morning routine (Achieved)</p> <p>Teacher-led classroom morning circles to teach and reinforce Gwich'in</p>	<p>COVID 19 impacted efforts from March-June 2020</p>



			phrases being learned. (Achieved)	
	E3ES	ILE Handbook Implementation; STIP Action Plans – ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee	ILE Handbook Implementation; STIP Action Plans – ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee (Achieved)	COVID 19 impacted efforts from March-June 2020
	E3SS	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Use of language apps on purchased tablets (Ongoing) - Signage throughout the school (Achieved) - Posters with key words and phrases in classrooms (Achieved) - Use of languages in announcements (Achieved) - Culture and Languages PLCs. (Achieved) 	COVID 19 impacted efforts from March-June 2020
	MKS	TV in foyer supports ILE	TV in foyer supports ILE (Achieved) ILE Committee established & sessions for Language/Culture On-The-land Programs	COVID 19 impacted efforts from March-June 2020
	IS	Whole School Approach to language used. Signs and rubric used. Displays in school.	Whole School Approach to language used. Signs and rubric used. Displays in school. (Achieved)	COVID 19 impacted efforts from March-June 2020



	MS	<p>ILE Action Plan</p> <ol style="list-style-type: none"> 1. Language use in all classrooms 2. Language use during announcements 3. School signage 4. Community involvement in Cultural Committee Meetings Collaboration/ team teaching 	<p>ILE Action Plan</p> <ol style="list-style-type: none"> 1. Language use in all classrooms 2. Language use during announcements 3. School signage 4. Community involvement in Cultural Committee Meetings Collaboration/ team teaching <p>All 4 goals from action plan for 2019 were achieved at M.S.</p>	<p>COVID 19 impacted efforts from March-June 2020</p>
	HKS	<p>Morning Circle 100% of students Weekly on the Land excursions</p>	<p>Morning Circle 100% of students Weekly on the Land excursions (Achieved)</p>	<p>Covid 19 impacted efforts from March-June 2020</p>
	AS	<p>Indigenous activities in the classroom. Signs & messages in hallways and classrooms.</p>	<p>Indigenous activities in the classroom. Signs & messages in hallways and classrooms. (Achieved)</p>	<p>Covid 19 impacted efforts from March-June 2020</p>



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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>Goal is for our Indigenizing Education Coordinator and Regional Indigenous Language consultant (RILE) to visit all schools to ensure Indigenizing programming is implemented at the school level on a consistent basis.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>All teachers will receive IL lessons at staff meetings</p> <p>BDDEC moodle with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools.</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum is to be on a consistent weekly basis.</p> <p>All teachers to</p>	<p>BDDEC school staff all received a comprehensive list of the standard greetings in the language and had access to recordings made by IIs in the region. Staffs reported practicing regularly at staff meetings throughout the year.</p> <p>The cultural repository in Moodle which contains unit and lesson plans that are culturally relevant and tied to</p>	



	<p>receive ILE handbook training by May 2020</p>	<p>seasonal land based activities was revamped and teachers were trained on where to find it and how to use and adapt content to their needs.</p> <p>8 of 9 schools have received ILE handbook training and worked through their action plans in the 2019-2020 school year.</p>	<p>Completion of ILEH action plans was affected by the school shut down due to COVID-19 and this also prevented the 9th school from receiving training that was scheduled for the spring.</p>
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%	100%	
Areas of Strength for the region	<p>The cultural lesson and unit repository in Moodle provides innovative culture based lessons and unit plans that are linked to the Dene Kede and Inuuqatigiit curricula for our teaching staff. These lessons can be adapted and updated for a variety of grades and contexts.</p> <p>Many schools have linked long range plans to Dene Kede and Inuuqatigiit themes and are integrating this material into lessons regularly. There was a training session in the Fall orientation centered on Indigenizing Education and there were 2 training sessions for teachers in February which specifically focused on Indigenizing teaching and learning practices and the completion of unit studies focused on Key Cultural Experiences and seasonal land based activities per region.</p>		
Areas for Development for the region	<p>Many BDDEC schools have cultural calendars which are created with Elders and community knowledge and aligned with seasonal activities relevant to their regions. We are looking to standardize this in all schools and the goal going forward will be training for teachers to align long range plans and unit studies to the cultural</p>		



	calendars, matching essential learning targets and assessment to the activities that guide student learning.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of Indigenizing teaching and learning practices focused on in each school. (Spiral, holistic, experiential and/or relational).	CJS	Relational Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstrations	Relational Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstrations (Achieved)	Goals achieved up to the school closure due to COVID 19
	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	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. (Achieved)	Goals achieved up to the school closure due to COVID 19
	E3ES	Relational O Canada; Indigenous Greetings; Signage; On-The-Land Activities in the school and outside of the school; Grade level and individual class proposals for cultural activities	Relational O Canada; Indigenous Greetings; Signage; On-The-Land Activities in the school and outside of the school; Grade level and individual class proposals for cultural activities (Achieved)	Goals achieved up to the school closure due to Covid 19



	E3SS	<p>Experiential</p> <ul style="list-style-type: none"> - Use of Moodle repository of cultural lesson and unit plans - Strong On the Land Program - School-wide approach to language - Use of both Dene Kene and Inuuqatigiit Curricula <p>Modeling language usage</p>	<p>Experiential</p> <ul style="list-style-type: none"> - Use of Moodle repository of cultural lesson and unit plans - On the Land Program (unitil March 2020) - School-wide approach to language. (Recordings in First Class shared with all staff) - Use of both Dene Kene and Inuuqatigiit Curricula (Ongoing) <p>Modeling language usage (Achieved by IL instructors at staff meetings)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	MKS	<p>Holistic</p> <p>School wide approach to strengthening our cultural languages & traditions - ILI providing cultural materials to JK-12 classrooms. Teachers involved with the language. Television scrolling both Gwich'in and Inuvialuit Indigenous languages for public to view.</p>	<p>Holistic</p> <p>School wide approach to strengthening our cultural languages & traditions - ILI providing cultural materials to JK-12 classrooms. Teachers involved with the language. (Achieved) Television scrolling both Gwich'in and Inuvialuit Indigenous languages for public to view. (Achieved)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	IS	<p>Relational</p> <p>O Canada; Indigenous Greetings; Signage; Various grade level cultural activities including sewing and artwork.</p>	<p>Relational</p> <p>O Canada; Indigenous Greetings; Signage; Various grade level cultural activities including sewing and artwork. (Achieved)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	MS	<p>Spiral, Holistic, Experiential &</p>	<p>Spiral, Holistic, Experiential &</p>	<p>Goals achieved up</p>



		<p>Relational Elder's in the classroom, Outdoor classes in school tent, On-The-Land lessons, Hands on activities, Creating local culturally relevant resources, Whole School Approach to Language use, Collaborate with local committees</p>	<p>Relational Elder's in the classroom, Outdoor classes in school tent, On-The-Land lessons, Hands on activities, Creating local culturally relevant resources, Whole School Approach to Language use, Collaborate with local committees. (Achieved)</p>	<p>to the school closure due to Covid 19</p>
	HKE	<p>Spiral, Holistic, Experiential & Relational Cultural Calendar which guides unit plans, lesson plans.</p>	<p>Spiral, Holistic, Experiential & Relational Cultural Calendar which guides unit plans, lesson plans. (Achieved)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	AS	<p>Holistic, Experiential & Relational Indigenous activities in the classroom Signs & some messages in IL Elders in the classroom</p>	<p>Holistic, Experiential & Relational Indigenous activities in the classroom Signs & some messages in IL Elders in the classroom. (Ongoing)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>



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

<p>Regional plan to Indigenize Content for Curricula and Programming (Required in 2021)</p>	<p>Indigenizing Education is part of the BDDEC 2019-20 strategic plan. An Indigenizing Coordinator will be added to support teachers and schools across the district.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>Unit Plans that include Dene Kede and/or Inuuqatigiit curriculum. Checked by principals.</p> <p>School visits and support from RILE, Indigenizing Coordinator ongoing throughout 2019-20.</p> <p>IL committee formed at all schools to</p>	<p>Unit plans created and checked by school principals</p> <p>School visits completed in 8 of the 9 Schools by 03/2020. The 9th school visit was cancelled as it was set to occur in March.</p> <p>IL Committees were created and held</p>	<p>All March to June 2020 school visits were cancelled.</p>

	<p>review how Indigenizing practices can be improved upon. Will report to BDDEC coordinators and school principal</p> <p>IL committees will be given time present at staff meetings.</p> <p>IL committees will be cultural leads</p>	<p>regular meetings.</p> <p>IL committees presented at staff meetings.</p> <p>IL committees were cultural leads</p>	
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	<p>Newly added Indigenizing Consultant has visited schools supporting teachers directly with their implementation of Dene Kede and Innuqatgiit curriculums as well as integrating seasonal activities and land based learning into regular classroom instruction. There was an increased emphasis on teaching essential learning skills through cultural knowledge that is relevant and authentic to learners in the region. School site visits were coordinated with RILE Consultant to work along side Indigenizing Consultant where need be over the school year.</p> <p>There was a pilot project in 2 schools which saw the creation and implementation of integrated unit studies centered on key cultural experiences that included authentic assessment, direct links to the Dene Kede and Innuqatigiit, and collaboration between classroom teachers and ILIS and community resource people (Elders and harvesters). These pilots were very successful and will be available to all schools through the cultural Moodle course.</p>		



<p>Areas for Development for the region</p>	<p>Going forward, BDDEC will be focused on increasing targeted training and support for teachers and staff to collaborate on the integration of the Dene Kede and Inuuqatigiit curriculums in regular classroom teaching. The Moodle repository of lesson and unit plans will be a source of support as well as training opportunities through ECE and consultant school visits.</p>
<p>Additional Comments for the region</p>	<p>The partnership with both the Indigenizing/RILE Consultants has been very advantageous with support to the Indigenizing Language & Culture, Education platform.</p>



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively indigenizing content for curricula and programming.	CJS	100%	100%	
	CPNS	100%	100%	
	E3ES	100%	98%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	E3SS	100%	96%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	MKS	100%	95%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	IS	100%	100%	
	MS	100%	98%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	HKE	100%	100%	
	AS	100%	97%	Some new staff still developing programming to ensure content is as Indigenized as possible.



Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 offer key cultural experiences	All students will have the opportunity to participate in authentic key cultural activities. BDDEC target of 80% of students participating in at least 4 cultural activities.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%	COVID 19 cancelled spring cultural experiences
% of schools with Key Cultural Experiences that include full staff participation.	100%	91%	COVID 19 cancelled spring cultural experiences
Areas of Strength for the region	BDDEC schools have done an excellent job of ensuring that all students have regular opportunities to attend key cultural experiences, both on the land and within the school. These experiences range from harvesting, trapping, and learning about the local environment on the land, to feasts, traditional games, and Elder visits. BDDEC schools have begun to ensure that essential learning targets are integrated within these experiences and that they compliment and enhance classroom instruction. The ILE committees and SIP/ Action Plans are seminal in the organization and planning of these KCEs.		



Areas for Development for the region	Although we have successfully met most of the targets in this area--we continue to strive to ensure that classroom instruction and learning are integrated with the KCEs that students are participating in, there is more work to be done in this area. Cultural calendars, cultural lesson and unit plans, and collaboration between the ILE teams, classroom teachers and ILIs will certainly strengthen the impact of our KCEs on student learning.
Additional Comments for the region	The role of RILE/Indigenizing Consultants compliment each other with ensuring the BDDEC regional schools are developing and proactively seeking support to strengthen their school KCE program delivery.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	CJS	A minimum of three cultural experiences per grade per year	Three cultural experiences per grade until March 2020.	COVID 19 cancelled spring cultural experiences
	CPNS	<p>Four main key cultural activities/year occurring a minimum of three cultural experiences per grade per year at least once each quarter</p> <p>JK-G3:</p> <ul style="list-style-type: none"> Harvesting camps (snaring, medicinal plants, berry harvesting) Dene laws Community cultural celebrations Sewing Survival skills <p>G4-G9:</p> <ul style="list-style-type: none"> Harvesting camps (fishing, trapping, snaring, medicinal plants, berry harvesting) 	<p>Four main key cultural activities/year three cultural experiences per grade per year at least once each quarter</p> <p>JK-G3:</p> <ul style="list-style-type: none"> Harvesting camps (snaring, medicinal plants, berry harvesting) Dene laws Community cultural celebrations Sewing Survival skills <p>G4-G9:</p> <ul style="list-style-type: none"> Harvesting camps (fishing, trapping, snaring, medicinal plants, berry harvesting) Dene laws Community cultural celebrations Traditional sports & Dene games Meat preparation Sewing 	COVID 19 cancelled spring cultural experiences



		<ul style="list-style-type: none"> • Dene laws • Community cultural celebrations • Traditional sports & Dene games • Meat preparation • Sewing • Survival skills • Camp preparation • Canoe trip • Hunting trip 	<ul style="list-style-type: none"> • Survival skills • Camp preparation • Canoe trip • Hunting trip 	
	E3ES	JK/K to Grade Six – at least once/month	JK/K to Grade Six – at least once/month (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	E3SS	7-12/3x a week	7-12/3x a week (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	MKS	A minimum of four cultural experiences per grade per year	Three cultural experiences per grade per year (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	IS	JK/K to Grade Six – at least 3 times/month	JK/K to Grade Six – at least 3 times/month (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	MS	JK-12 Quarterly	JK-12 Q1-Q3 achieved.	COVID 19 cancelled spring cultural experiences
	HKE	Weekly ALL grades	Weekly ALL grades	COVID 19 cancelled spring cultural experiences.



	AS	Weekly All grades	Weekly All grades	COVID 19 cancelled spring cultural experiences.
Type of Key Cultural Experiences provided	CJS	Quarterly Camps all Grades	17 camps in total for the year. All grades	COVID 19 cancelled spring cultural experiences.
	CPNS	Four main key cultural activities/year occurring at least once each quarter JK-G3: <ul style="list-style-type: none"> · Harvesting camps (snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · Survival skills G4-G9: Harvesting camps (fishing, trapping, snaring, medicinal	Key cultural activities/year occurred at least once each quarter (Q1-Q3) JK-G3: <ul style="list-style-type: none"> · Harvesting camps (snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · Survival skills G4-G9: Harvesting camps (fishing, trapping, snaring, medicinal	COVID 19 cancelled spring cultural experiences. (Q4)
	E3ES	Moose Meat Cutting (JK-6) Student Donation of Moose Stomach Lace for Drying & Eating Inuvialuit Learning History Project (Grades 5 & 6) Grade 5 Dry Meat Making JK/K Grade 3 Nature Walks with Elders Grade 1-6: RCMP History of Inuvialuit Rangers	Moose Meat Cutting (JK-6) Student Donation of Moose Stomach Lace for Drying & Eating Inuvialuit Learning History Project (Grades 5 & 6) Grade 5 Dry Meat Making JK/K Grade 3 Nature Walks with Elders Grade 1-6: RCMP History of Inuvialuit Rangers Grades 3&4 Fish Patties with Elder JK/K to Grade 3: Making &	COVID 19 cancelled spring cultural experiences



		Grades 3&4 Fish Patties with Elder JK/K to Grade 3: Making & Setting Rabbit Snares Grade 5: OTL Trapping Program	Setting Rabbit Snares Grade 5: OTL Trapping Program	
	E3SS	OTL program Feasts Community Sports Northern Dene Games Summit Traditional Games Teams and Clubs	OTL program Feasts Community Sports Northern Dene Games Summit Traditional Games Teams and Clubs	COVID 19 cancelled spring cultural experiences
	MKS	At least once a semester Crafts, sewing, art, cooking, OTL activities, storytelling Family Game Night	At least once a semester Crafts, sewing, art, cooking, OTL activities, storytelling Family Game Night	COVID 19 cancelled spring cultural experiences
	IS	OTL program Feasts Community Sports	OTL program Feasts Community Sports	COVID 19 cancelled spring cultural experiences
	MS	OTL Excursions, Storytelling, Culturally focused CTS classes, Cultural Exchanges, Crafts/Sewing, Cooking	OTL Excursions, Storytelling, Culturally focused CTS classes, Cultural Exchanges, Crafts/Sewing, Cooking	COVID 19 cancelled spring cultural experiences
	HKE	Ice Gathering for Elders Hide Preparations and Meat preparation/delivery - Igloo Building - Art Discovery with Elders - Cultural Walk Inukshuk Teaching and Stories	Ice Gathering for Elders Hide Preparations and Meat preparation/delivery - Igloo Building - Art Discovery with Elders - Cultural Walk Inukshuk Teaching and Stories	COVID 19 cancelled spring cultural experiences



		Edible/Medicinal Plant Gathering - Fall Language Camp Spring Language Camp Trapping and Fur Preparation - Traditional Foods - Cultural Sewing	Edible/Medicinal Plant Gathering - Fall Language Camp Spring Language Camp(Cancelled) Trapping and Fur Preparation - Traditional Foods - Cultural Sewing	
	AS	Traditional Cooking Guiding Story Telling Elder's Feast Yard sales Cultural Nights All grades	Traditional Cooking Guiding Story Telling Elder's Feast Yard sales Cultural Nights All grades	COVID 19 cancelled spring cultural experiences
% of students and staff participating in whole school key cultural experiences on-the-land.	CJS	60%	60%	COVID 19 cancelled spring cultural experiences
	CPNS	100%	100%	COVID 19 cancelled spring cultural experiences
	E3ES	100%	100%	COVID 19 cancelled spring cultural experiences
	E3SS	25% students 40% staff	25% students 40% staff	COVID 19 cancelled spring cultural experiences
	MKS	75%	75%	COVID 19 cancelled spring cultural experiences
	IS	100%	100%	COVID 19 cancelled spring cultural experiences



	MS	100% participating in one whole-school activity	100% participating in one whole school activity. Grades JK-7 complete 8-12 were to take place in spring.	COVID 19 cancelled spring cultural experiences
	HKE	100%	100% of staff and students participated until March 2020	COVID 19 cancelled spring cultural experiences
	AS	80%	80% until March 2020	COVID 19 cancelled spring cultural experiences
% of schools that involve community members who are not a part of regular school staff.	CJS	100%	100%	COVID 19 cancelled spring cultural experiences
	CPNS	100%	100%	COVID 19 cancelled spring cultural experiences
	E3ES	100%	100%	COVID 19 cancelled spring cultural experiences
	E3SS	100%	100%	COVID 19 cancelled spring cultural experiences
	MKS	100%	100%	COVID 19 cancelled spring cultural experiences
	IS	100%	100%	COVID 19 cancelled spring cultural



				experiences
	MS	100%	100%	COVID 19 cancelled spring cultural experiences
	HKE	100%	100%	COVID 19 cancelled spring cultural experiences
	AS	100%	100%	COVID 19 cancelled spring cultural experiences

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 <i>Our Languages</i> curriculum through the TLC.	Begin developing resources to support OLC. All IL instructors will be provided with classroom kits to support OLC.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	<p>2 story books created per school</p> <p>All IL instructors will be provided with classroom kits to support OLC.</p>	<p>2 story books created per school (Incomplete still ongoing)</p> <p>Kits provided to schools. New felt boards and laptops given to IL Instructors.</p>	Covid 19 delayed completion of story books. Will be completed early fall of 2020.
Number of staff receiving training and support for development of Indigenous language resources.	100%	100%	
Areas of Strength for the region	<p>District in-services August and February PD days staff received training on Indigenous language resources and cultural teachings. IL instructors were provided new laptops and portable hard drives to support the collection of OPA data. Despite COVID 19 schools were actively engaged in the collection of OPA data prior. The district continues to include emergent level target(s) as part of the strategic plan.</p> <p>A graphic novel is being created with an elder originally from Tuktoyaktuk. The novel will be produced in Inuvialuktun, Gwich'in initially and eventually in Inuinnaqtun.</p>		
Areas for Development for the region	Language fluency of instructors is still developing. IL instructors are actively engaged in professional development opportunities. Many IL Instructors work with an Elder who visits their classroom on a regular basis.		



Additional Comments for the region	As the need for fluent IL Instructors is hard pressed the urgency of retention and training is a priority as our pool of Elders as a resource becomes less over the years. Need to look at a Language Revitalization plan to support current IL Instructors especially for those that are aging out. Next 5 years will be critical for seeking out fluent IL speakers in both Gwich'in and Inuvialuktun.
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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	\$18,546	\$18,546		\$0		Spring camp planned for April 2020 cancelled due to COVID 19. Funds will be rolled over for 2020-21.
Fort McPherson	\$19,068	\$19,068		\$14,578.28		Funds rolled over due to COVID 19
Ulukhaktok	\$19,900	\$19,900		\$7,414.00		Funds rolled over due to COVID 19
Inuvik – E3SS	\$38,482	\$38,482		\$8,882.41		Funds rolled over due to COVID 19
Inuvik – E3ES				\$8,423.20		Funds rolled over due to COVID 19

Paulatuk	\$17,206	\$17,206		\$8,882.63		Funds rolled over due to COVID 19
Sachs Harbour	\$15,082	\$15,082		\$1,299.80		Funds rolled over due to COVID 19
Tsiigehtchic	\$15,208	\$15,208		\$4,896.15		Funds rolled over due to COVID 19
Tuktoyaktuk	\$24,318	\$24,318		\$2,629.96		Funds rolled over due to COVID 19
TOTAL	\$167,808	\$167,808		\$42,851.35		Funds rolled over due to COVID 19



Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment Draft Budget

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

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Year-end Forecast
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	27,343,052	26,566,735	28,159,117
Indigenous Languages Contribution	2,806,189	2,690,435	2,693,252
French Language Contribution	90,000	90,000	90,000
ECE Other Contribution	1,230,000	1,770,000	455,000
Sub-Total ECE	31,469,241	31,117,170	31,397,369
GNWT Other Contributions			
Total GNWT	31,469,241	31,117,170	31,397,369
Federal Government - Jordans Principle	4,400,000	2,886,125	2,734,313
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Authority Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	130,000	110,000	155,000
Other	667,575	593,158	550,000
Total Generated Funds	5,197,575	3,589,283	3,439,313
TOTAL REVENUES	36,666,816	34,706,453	34,836,682
EXPENSES			
Administration	3,454,441	2,903,749	2,825,000
School Programs	20,725,861	22,368,919	21,950,000
Operations and maintenance			
Inclusive Schooling	5,043,411	5,173,039	5,050,000
Indigenous Languages and Education	2,906,189	2,690,435	2,465,000
Jordans Principle	4,400,000	2,886,125	2,734,313
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	36,529,902	36,022,267	35,024,313
SURPLUS (DEFICIT)	136,913	(1,315,814)	(187,631)
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	2,391,694	1,126,598	2,254,781

Department of Education, Culture & Employment
Draft Budget

Beaufort Delta Education Council
Details of Expenses - Consolidated
Annual Budget

CONSOLIDATED DETAILS OF EXPENSES

	Admin	School Programs	Inclusive Schooling	Indigenous Languages and Education	TOTAL
SALARIES					
Teachers' Salaries		11,460,268			11,460,268
Instruction Assistants		332,026			332,026
Regional Coordinators		650,240	130,048	195,072	975,360
Program Support Teachers			1,503,451		1,503,451
Wellness Counsellors			203,745		203,745
Support Assistants			1,463,163		1,463,163
Indigenous Language Instruction				1,360,471	1,360,471
Cultural Resource Staff				0	0
Elders in Schools				72,627	72,627
Non Instructional Staff	1,239,918	1,087,776			2,327,694
Board/Trustee Honoraria	22,125				22,125
EMPLOYEE BENEFITS					
Employee Benefits/Allowances	532,871	4,766,069	1,330,177	564,360	7,193,477
Leave And Termination Benefits	680,000				680,000
STAFF DEVELOPMENT (Including Travel)					
	30,500	86,539	31,800	459,507	608,346
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services	244,500	36,500	500	10,000	291,500
Postage/Communication	32,100	76,250			108,350
Utilities		0			0
Travel	205,206	52,787	20,800	11,429	290,222
Student Transportation (Busing)		265,608	2,000		267,608
Advertising/Printing/Publishing	8,000				8,000
Maintenance/Repair		16,500			16,500
Rentals/Leases	165,000	100,500			265,500
Other Contracted Services	5,600	135,530		158,327	299,457
MATERIALS/SUPPLIES/FREIGHT					
Assistive Technology			12,000		12,000
Materials	258,621	1,612,268	343,727	74,396	2,289,012
Freight	30,000	47,000	2,000	0	79,000
TRANSFERS TO CAPITAL					
					0
TOTAL	3,454,441	20,725,861	5,043,411	2,906,189	32,129,902



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

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

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinator	130,048		130,048
Program Support Teachers	1,503,451		1,503,451
Support Assistants	1,463,163		1,463,163
Non Instructional Staff	203,745		203,745
EMPLOYEE BENEFITS			
Employee Benefits/Allowances	1,330,177		1,330,177
STAFF DEVELOPMENT (Including Travel)			
	31,800		31,800
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	500		500
Travel	20,800		20,800
Student Transportation	2,000		2,000
Other Contracted Services			0
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	12,000		12,000
Materials	343,727		343,727
Freight	2,000		2,000
TOTAL	5,043,411	0	5,043,411



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

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

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	195,072			195,072
Language Instruction	1,360,471			1,360,471
Cultural Resource Staff			0	0
Elders in Schools			72,627	72,627
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	564,360		0	564,360
<u>STAFF DEVELOPMENT (Including Travel)</u>				
	459,507		0	459,507
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services			10,000	10,000
Travel	11,429		0	11,429
Student Transportation (Bussing)				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services	87,020		71,307	158,327
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	5,000	40,000	29,396	74,396
Freight			0	0
TOTAL	2,882,859	40,000	183,330	2,906,189



**Beaufort Delta Education Council
2019 - 2020 Draft Budget**

Schedule of Budgeted Approved Person Years

	<u>2019-2020</u>	<u>2018-2019</u>
	<u>Person Years</u>	<u>Person Years</u>
Administration Staff	9.30	9.30
Other - IT	2.00	2.00
Territorial Schools		
Teachers	101.00	108.00
Consultants	5.00	4.50
Classroom Assistants	0.00	0.00
Secretaries	6.10	7.60
Custodians	12.22	12.22
School Community Counsellors	0.00	1.80
IT - NDL		
Inclusive Schooling:		
Regional Coordinators	1.00	2.00
Program Support Teachers	13.25	13.00
Wellness Counsellors	2.50	3.50
Support Assistants	21.85	24.80
Assistive Technology	0.00	0.00
Indigenous Languages and Education		
Regional Coordinator	1.50	2.00
Indigenous Languages Instruction Staff	13.25	13.50
Total Person Years	<u>188.97</u>	<u>204.22</u>



Appendix C: Annual Report - Audited Financial Statements



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

**CONSOLIDATED ANNUAL FINANCIAL REPORT
June 30, 2020**

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Message from Superintendent of Schools Frank Galway

On behalf of the Beaufort Delta Divisional Education Council (BDDEC), I am pleased to present the Annual Report for 2019 - 2020. The Management Discussion and Analysis (MD&A) is presented as a go-forward responsibility of the management and the Board Members to promote transparency and accountability.

The 2019 – 2020 year has proven to be one of the most challenging years that BDDEC has ever faced. With the continuing advance of Covid-19 the decision was made to not open the schools for classes after the Spring Break in March 2020 and the schools remained closed to the end of the school year June 2020. The challenge for our education council was to deliver meaningful education and support to our students.

Spring of 2020, the GNWT released a document Emerging Wisely for the NWT. School administration along with the Education Council prepared plans for each of the schools so that students would be able to attend classes. The plans were submitted to the Chief Health Officer of the NWT and after discussions; all of the plans were approved so that all of our schools would be able to offer in-school classes for September 2020. For September 2020 regular classes will be offered. Personal Protective Equipment (PPE) is in place for all staff, and protocols have been developed regarding cleaning of the school focusing on protection of our students and staff.

As the COVID-19 situation continues to develop we will be proactive in the protection of our students and our staff while maintaining high standards of education for our students.

BDDEC's goals defined in the 2019 - 2020 Operating Plan

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

This approach will enable BDDEC to state the progress that the organization has made and will highlight areas where improvement is needed. Some of the key accomplishments in 2019 - 2020 include:

- Partnership with the Inuvialuit Regional Corporation (IRC).
- Partnership with the Gwich'in Tribal Council (GTC).
- Jordan's Principle funding.
- Northern Distance learning statistics show continual improvement and show that the service has been utilized for those students in small schools that need the dash one/two courses for access to further education. The program with ECE's financial contribution continues to expand with additional schools throughout the NWT in the 2019 – 2020 year with plans for further expansion in the 2020 – 2021 year.
- BDDEC welcomes IRC's initiative to hire candidates referred to as "Student and Family Support Workers" who are working in the communities of Inuvik, Aklavik, Tuktoyaktuk, Ulukhaktok, Paulatuk and Sachs Harbour. The Student and Family Support Workers will work

with students (with parental approval) to improve student success by addressing attendance concerns and other matters.

- Governance Training has been deferred for DEA members in Aklavik, Fort McPherson, Ulukhaktok, Tuktoyaktuk and Inuvik.
- A standardized template for the Operating Plan and the Annual Report have been used in submissions to ECE.
- BDDEC continues to focus on literacy and numeracy initiatives to improve teacher practices and development with a focus on student achievement.
- BDDEC continues to provide the Access to High School Education program formerly known as the 'Home Boarding Program'. This program provides academic, behavioral and financial support for students who do not have access to high school courses in their communities. Students are from Sachs Harbour and Tsiigehtchic. Students are enrolled in school at East Three Secondary School in Inuvik.
- For the 2019 – 2020 year BDDEC continues to work with the recently adopted Aboriginal Language and Culture directive from ECE. As directed by ECE funding for the Elders in the School program and Cultural Orientation funding has been provided directly to the School's operating budget. On the land programming continues to be a major focus for the program.
- Staff changes for the 2020 – 2021 include the retirement of Paul Loewen and the appointment of Richard McKinnon as an Assistant Superintendent.

The world of education is changing globally, nationally and territorially. The Beaufort Delta Divisional Education Council (BDDEC) recognizes the importance of embracing these changes to prepare northern students for participation in a 21st century. Research indicates that culture-based education impacts student outcomes. With the increased focus on Indigenizing Education, BDDEC will continue to ensure teaching and learning is meaningful to the students it serves.

Overview

The Beaufort Delta Divisional Education Council (BDDEC) for the 2019 – 2020 year provides Junior Kindergarten to Grade 12 instruction for 1,489 students through 9 schools in the in 8 communities of Inuvik, Aklavik, Fort McPherson, Tsiigehtchic, Tuktoyaktuk, Sachs Harbour, Ulukhaktok, and Paulatuk.

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

BDDEC is committed to delivery of culture-based education to the students and receives extensive support for various programs from the Gwich'in Tribal Council (GTC) and the Inuvialuit Regional Corporation (IRC). Both GTC and IRC are actively involved in helping to develop on the land programs, and additional support was received from ITI for the Take a Kid Hunting and Take a Kid Trapping

programs. All of the schools provide Aboriginal Language and Culture programs which encourages students to succeed through a better understanding and awareness of their culture and language.

BDDEC Board of Directors

The BDDEC Board of Directors are appointed by the DEA's from the local communities. Both Gwich'in Tribal Council and the Inuvialuit Regional Corporation have the authority to appoint one position (each) on the BDDEC Board. DEA positions are elected in the local communities and serve for a three year term. The BDDEC Board had one face-to-face meeting, and two video conference regular meetings during the 2019 – 2020 year. Due to Covid-19 additional meetings were scheduled via video conference or by telephone to address the issues arising in the education council due to the pandemic.

Chairperson	Darlene Gruben
Vice-Chairperson	Jennifer Parrott
Member-at-Large	Rebecca Blake
Aklavik	Rita Arey (Acting)
Fort McPherson	Mary Rose Tetlich
Inuvik	Jennifer Parrott
Paulatuk	Gilbert Thrasher Sr
Sachs Harbour	Andrea Keogak
Tsiigehtchic	Archie Inlangasuk Jr
Tuktoyaktuk	Darlene Gruben
Ulukhaktok	Joanne Ogina
Gwich'in Tribal Council	Robert Charlie
Inuvialuit Regional Corporation	Lucy Kuptana

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

BDDEC Staff

Superintendent of Schools	Frank Galway
Assistant Superintendent	Devin Roberts
Assistant Superintendent	Richard McKinnon
Comptroller	Gary McBride
Public Affairs Coordinator	Lisa Steen
LAN Manager	Michael Reardon
Technical Officer	Dylan Blais
Finance Officers	Ken Crocker
	Kurt Scheiwiller
	Sheena Snowshoe
Administrative Assistant	Loni Noksana-Ruben

Consultants

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

Jane Khaemba
Velma Illasiak/Erica Thompson
Julie Donahue-Kpolugbo
Danielle Aylward
Shawn Feener
Lorna Jones-Martin
William Logan

Principals

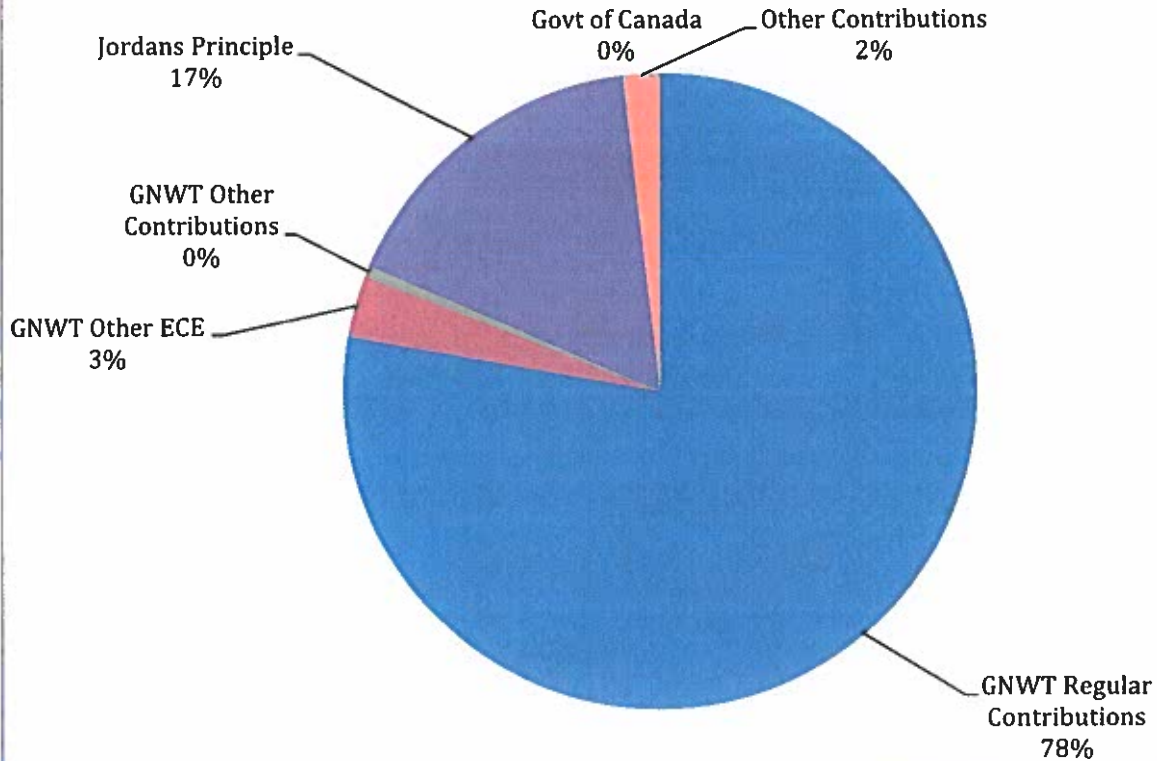
Angik – Paulatuk
Chief Julius – Fort McPherson
Chief Paul Nitidchie – Tsiighetchic
Helen Kalvak – Uluhaktok
Inualthuyak – Sachs Harbour
Mangilaluk – Tuktoyaktuk
Moose Ker School – Aklavik
East Three Elementary – Inuvik
East Three Secondary – Inuvik

William Callahan
Shirley Peterson
Sonia Gregory
Richard McKinnon
Stephen Keoughan
Ephraim Warren
Vivian Wirth
Elizabeth McNeil
Krista Cudmore

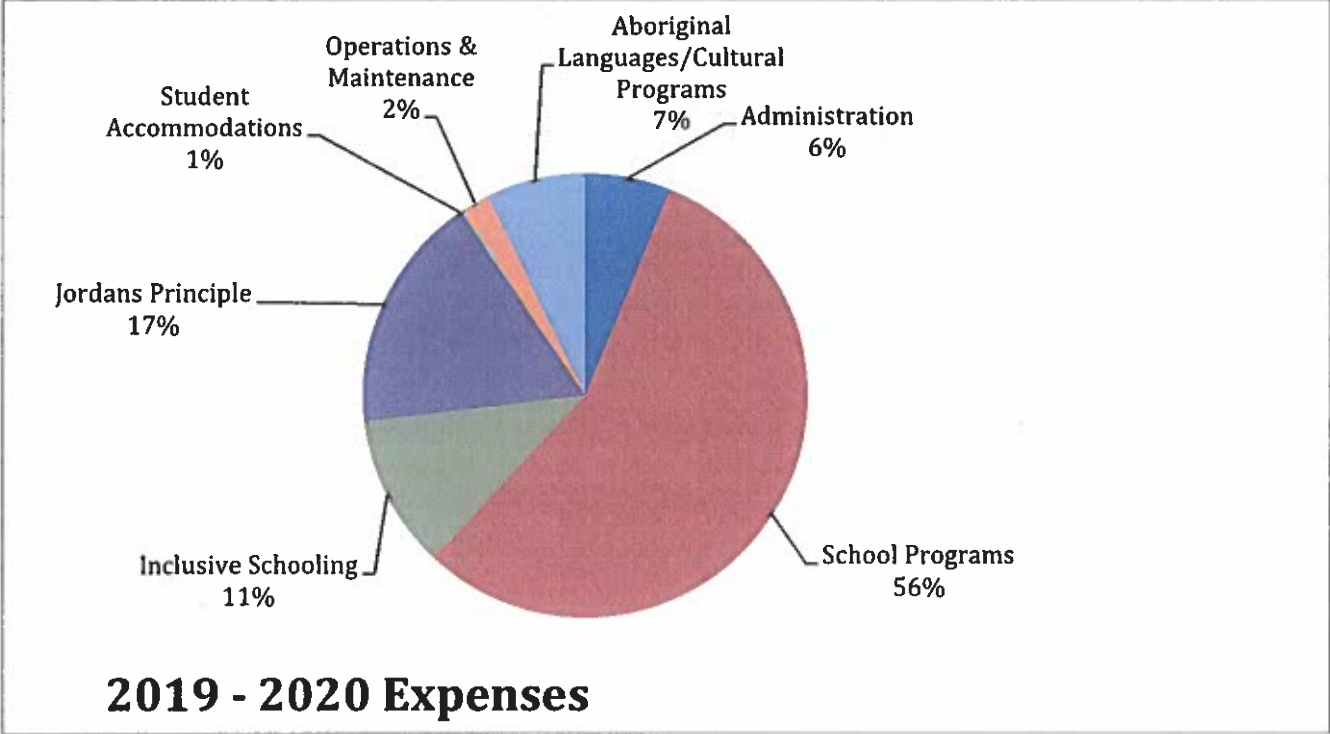
Financial Highlights

Revenues for 2019 – 2020 of \$39.8 million were \$3.1 million higher than budgeted. GNWT regular contributions accounted for 78% of the revenue at \$30.9 million an increase of \$0.9 million from 2018 - 2019 year. Other contribution agreements from the GNWT brought the total GNWT contributions to \$32.4 million; which is an increase of \$691.6 K from the 2018 – 2019 year. Total revenues of \$39.8 million were an increase of \$4.6 million from the 2018 - 2019 year. Funding from the Government of Canada under the Jordan's Principle program accounted for \$6.6 million.

2019 - 2020 Revenue



Expenses are broken into program cost; school programs accounted for 55.7% of cost at \$21.5 million, Inclusive schooling for 28.4% of cost at \$10.9 million. Total expenses at \$38.5 million were \$2.2 million greater than 2018 - 2019, and \$2.0 million greater than the 2019 - 2020 Budget.

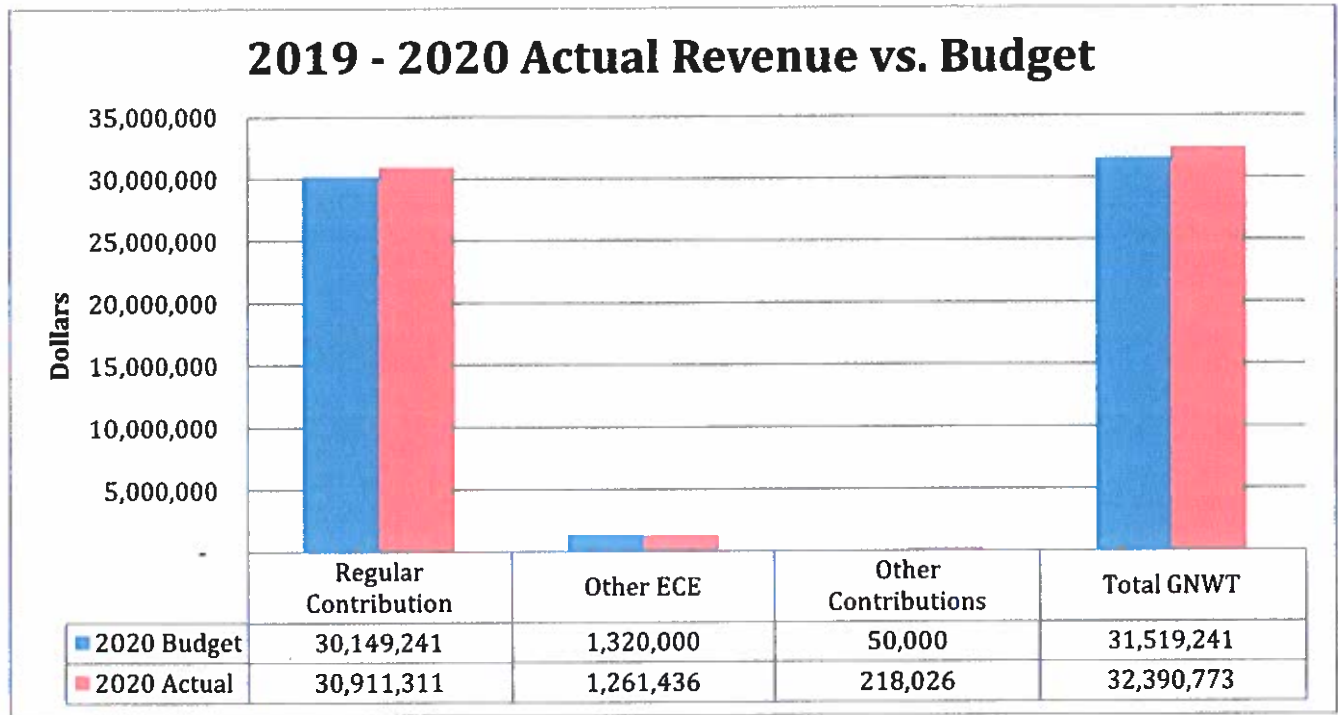


2019 – 2020 Revenues

For 2019 - 2020 BDDEC Consolidated Statement of Operations had an Operating Surplus of \$1.2 million compared to a Budgeted Operating Surplus of \$0.1 million.

The DEA’s and BDDEC continue to form strategic partnerships, and are successful in finding additional sources of funding for school activities.

Chart 1 displays our 2019 – 2020 Actual Revenues compared to the budgeted revenue.



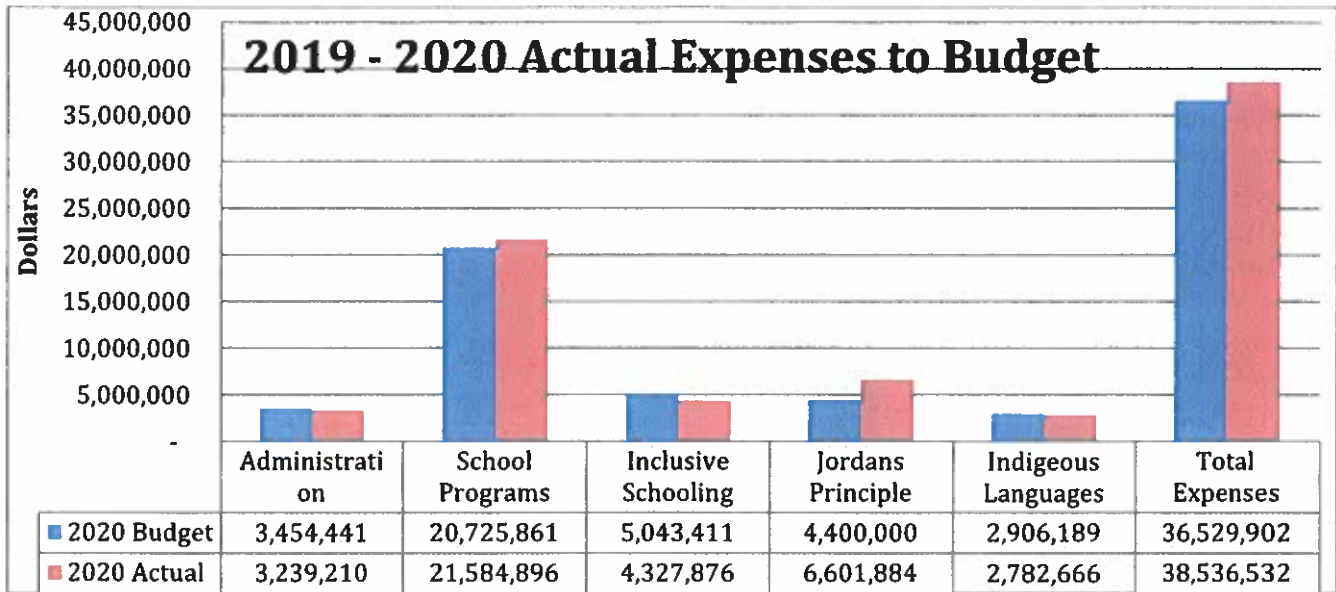
2019 – 2020 Expenses

Expenses for the year-end June 2020 were \$2.0 million more than the budget of \$36.5 million for a total cost of \$38.5 million. This represents a \$2.1 million increase in expenditures from 2018 -2019, or a 6.0% increase in spending from previous year.

Inclusive schooling had expenses of 10.9 million representing an increase in spending from the 2018 - 2019 year of \$3.6 million. The increase was due to increase staff and supplies funded through the Jordan’s Principle program.

Indigenous Languages had expenses of \$2.8 million; which represents an increase of expenditures of \$188 K from the 2018 – 2019 year.

Chart 2 is a program comparison of our expenses for 2019 - 2020 compared to the budgeted expenses.



When comparing 2020 against 2019, BDDEC experienced a 12.9% increase in revenues, and an increase in expenses of 6.0% resulting in an operating surplus of \$1,2 million. As a result for the year ended June 2020, the Accumulated Surplus is \$2.4 or 6.1% of revenues.

Chart 3 is a comparison of the Year-end 2020 GNWT Revenues compared to the 2019 Revenues

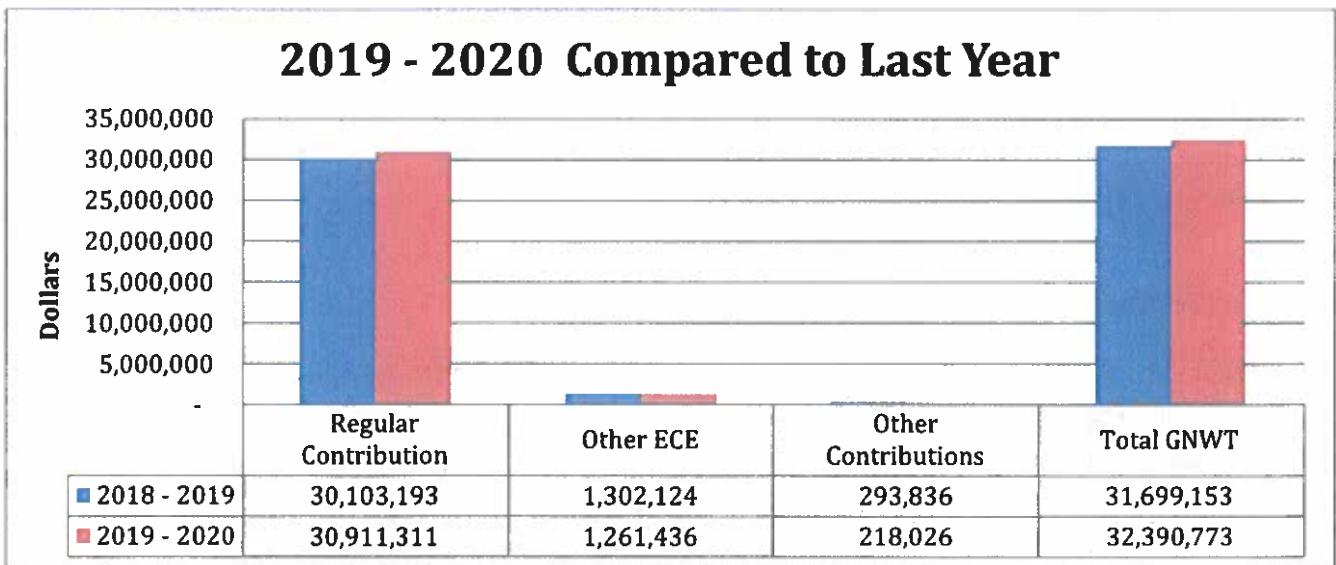
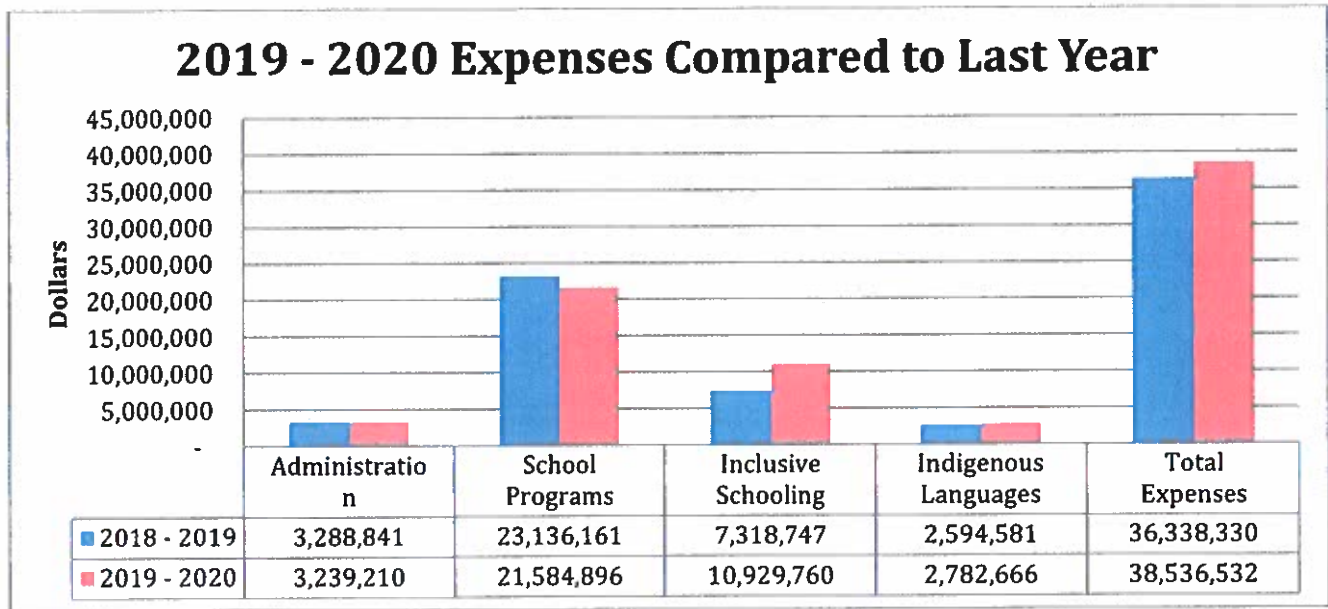


Chart 4 compares the 2020 Program Expenses against to the 2019 Program Expenses.



The plan for the 2019 – 2020 year was to have little or no surplus for the current year. Partially due to the schools being closed BDDEC had a surplus of \$1.2 million which increased the Accumulated Surplus from \$1.2 million at the end of June 2019 to \$2.4 million for the end of June 2020.

The strength of the organization is the commitment of the staff working for the Beaufort Delta Divisional Education Council, and their dedication to the students in our area. The weakness of the organization is the remoteness of some of the schools, the distance between the schools and the high turnover of the staff. Each year represents a major recruiting drive to replace approximately 20% - 30% of the teaching staff. Student attendance remains a high concern, and many initiatives have been implemented to increase the student’s attendance in the schools.

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

Community	School	2019 Students	2019 Teachers	2018 Students	2019 Teachers
Aklavik	Moose Kerr	148.00	13.00	128.00	13.00
Fort McPherson	Chief Julius	147.00	16.00	141.00	16.00
Inuvik	East 3 Elem	438.50	41.00	451.00	38.00
Inuvik	East 3 Second	273.80	24.50	275.80	28.00
Inuvik DEA	Subtotal	712.30	65.50	726.80	66.00
Paulatuk	Angik	67.50	8.00	59.50	7.00
Sachs Harbour	Inualthuyak	16.00	2.50	16.00	2.50
Tsiigehtchic	Chief Paul Niditchie	43.00	6.75	40.00	5.75
Tuktoyaktuk	Mangilaluk	235.00	20.00	237.50	21.00

Ulukhaktok	Helen Kalvak	120.00	13.00	121.00	10.50
Total		1488.80	144.75	1469.80	141.75

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

Operating Environment

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

Strengths

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

Weakness

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

Threats

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

Opportunities

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

The Mary Bryant Award for Improvement in English (Award)

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

Background

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

Concept

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

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

The Award Recipient

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

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

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

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

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

No Award was given for the Mary Bryant Award for the 2019 – 2020 year.

Stallworthy-Carpenter Fund

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

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

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

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

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

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

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

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

No funds were awarded for the 2019 – 2020 years

Terry Halifax Fund

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

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

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

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

There was no award for the 2019 – 2020 year

R. Gosselin “Go For It Award”

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

Annual award will be \$500.

For the year 2019 – 2020 the award was given to Brianna Dillon.

Summary and Outlook

BDDEC has completed a most successful year: culturally scholastically and financially. Many of the communities have introduced community specific programs which encourages attendance. This year resulted in a number of graduate looking to further their education through advanced schooling.

The impact of the Pandemic has been significant effecting both our operations and the mental well being of the students and the staff. BDDEC is committed to following the Emerging Wisely plan in dealing with Covid-19. During the summer our focus was on creating a safe environment for students and staff ensuring that social distancing was followed and that the correct Personal Protective Equipment would be in place for the start of school. The plan is for all of the schools to offer regular full-time attendance while supporting those students that have decided not attend at the current time. Programs are being evaluated as to what BDDEC will be able to offer in the school during the coming year.

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

Financially we have managed to accumulate a surplus through effective cost controls, forming partnerships with other groups, and through the efforts of staff to bring forward ideas where we have been funded with additional contribution agreements.

For the 2019 – 2020 year a substantial amount of funding was received through the contribution agreement with the Government of Canada with the Jordan's Principle program. This helped to fund 12 Literacy Teachers and 62 Support Assistants in the schools. Latest discussions indicate that this program will continue in some form for at least another 3 years which will help to provide additional staffing to support the development of students.

Looking forward, there is a concern about the potential for reduced funding. BDDEC is well positioned financially and looking forward to 2020 – 2021 year and has identified areas where additional staffing will result in better services to our students, so reallocation of staff and increased staffing planned will continue into the 2020 – 2021 year. Our staff continues to look for opportunities to deliver education in an effective and efficient manner. The opportunities are forming education partnerships, eLearning, and new approaches to education. Staff continue to develop skill sets through attendance at conferences, and a number of staff continue to upgrade their skill set to become better at their positions. With this dedication, even with the possibility of reduced funding we believe the future is bright for the students of the Beaufort Delta.



BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL
Aklavik, Ft. McPherson, Inuvik, Paulatuk, Sachs Harbour, Tsiigehtchic, Tuktoyaktuk, Ulukhaktok

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

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

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

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

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

Frank Galway
Superintendent

Gary McBride
Comptroller

August 8, 2020
Bag Service # 12, Inuvik, NT X0E 0T0

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INDEPENDENT AUDITORS' REPORT

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

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion

We have audited the accompanying consolidated financial statements of Beaufort-Delta Education Council which comprise the Consolidated Statement of Financial Position as at June 30, 2020 and the Consolidated Statements of Changes in Net Financial Assets (Debt), Statement of Operations and Statement of Cash Flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the matter described in the Basis for Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the Beaufort-Delta Education Council as at June 30, 2020 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

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

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 23 to the financial statements, concerning the worldwide spread of a novel coronavirus known as COVID-19 subsequent to year-end and its effect on the global economy. Our opinion is not modified in respect of this matter.

Other Matter

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

Other Information

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

INDEPENDENT AUDITORS' REPORT - cont'd.

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

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

INDEPENDENT AUDITORS' REPORT - cont'd.

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

Report on Other Legal and Regulatory Requirements

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

Avery Cooper & Co. Ltd.

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

August 8, 2020

BEAUFORT-DELTA EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
 June 30, 2020

Statement I

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents (Note 2)	\$ 10,450,789	\$ 10,888,953
Restricted Assets (Note 6)	293,125	282,511
Accounts Receivable (Note 8)	<u>456,432</u>	<u>281,116</u>
	<u>11,200,346</u>	<u>11,452,580</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	893,782	976,589
Payroll Liabilities (Note 10)	4,018,169	4,906,250
Employee Deductions Payable	1,687	1,986
Deferred Revenue (Note 11)	856,006	1,260,679
Post-Employment Benefits (Note 17)	2,704,647	2,808,281
Trust Liabilities (Note 6)	<u>293,125</u>	<u>282,511</u>
	<u>8,767,416</u>	<u>10,236,296</u>
NET FINANCIAL ASSETS (Statement III)	<u>2,432,930</u>	<u>1,216,284</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses (Note 20)	<u>3,000</u>	<u>4,516</u>
	<u>3,000</u>	<u>4,516</u>
ACCUMULATED SURPLUS	<u>\$ 2,435,930</u>	<u>\$ 1,220,800</u>

Approved:

Frank Galway

 Superintendent

 Council Member

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement II

CONSOLIDATED STATEMENT OF OPERATIONS

For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Government of the NWT			
Regular contributions	\$ 30,149,241	\$ 30,911,311	\$ 30,103,193
Other ECE contributions (Note 31)	1,320,000	1,261,436	1,302,124
Other contributions (Note 32)	<u>50,000</u>	<u>218,026</u>	<u>293,836</u>
Total Government of the NWT	<u>31,519,241</u>	<u>32,390,773</u>	<u>31,699,153</u>
Government of Canada			
Jordan Prinicpal	4,400,000	6,601,884	2,387,257
Other Government of Canada	<u>-</u>	<u>25,445</u>	<u>47,035</u>
Total Government of Canada	<u>-</u>	<u>6,627,329</u>	<u>2,434,292</u>
Board Generated Funds			
Investment Income	130,000	113,234	162,271
Rentals	-	17,064	6,234
Other	<u>617,575</u>	<u>603,262</u>	<u>814,768</u>
Total Board Generated Funds	<u>747,575</u>	<u>733,560</u>	<u>983,273</u>
TOTAL REVENUE	<u>36,666,816</u>	<u>39,751,662</u>	<u>35,116,718</u>
EXPENSES (Schedule 1)			
Aboriginal Languages/Cultural Programs	2,906,189	2,782,666	2,594,581
Administration	3,454,441	2,381,814	2,447,073
Inclusive Schooling	9,443,411	10,929,760	7,318,747
School Programs	20,725,861	21,480,680	22,967,058
Student Accommodations	-	104,216	169,103
Operations & Maintenance	<u>-</u>	<u>857,396</u>	<u>841,768</u>
TOTAL EXPENSES	<u>36,529,902</u>	<u>38,536,532</u>	<u>36,338,330</u>
OPERATING SURPLUS	<u>\$ 136,914</u>	<u>\$ 1,215,130</u>	<u>\$ (1,221,612)</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement III

CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
OPERATING SURPLUS	\$ 136,914	\$ 1,215,130	\$ (1,221,612)
Purchase of Prepaid Expenses	-	(3,000)	(4,516)
Use of Prepaid Expenses	<u>-</u>	<u>4,516</u>	<u>8,181</u>
	-	1,516	3,665
INCREASE IN NET FINANCIAL ASSETS	<u>136,914</u>	<u>1,216,646</u>	<u>(1,217,947)</u>
NET FINANCIAL ASSETS, BEGINNING OF YEAR	<u>1,216,284</u>	<u>1,216,284</u>	<u>2,434,231</u>
NET FINANCIAL ASSETS, END OF YEAR	<u>\$ 1,353,198</u>	<u>\$ 2,432,930</u>	<u>\$ 1,216,284</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement IV

CONSOLIDATED STATEMENT OF CASH FLOW

For the Year Ended June 30, 2020

Cash provided by (used in):	<u>2020</u>	<u>2019</u>
OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 1,215,130	\$ (1,221,612)
Changes in non-cash assets and liabilities:		
Decrease (increase) in accounts receivable	(175,316)	95,685
Increase (decrease) in accounts payable	(82,807)	15,955
Increase (decrease) in payroll liabilities	(888,081)	1,806,778
Increase (decrease) in employee deductions payable	(299)	(600)
Increase (decrease) in deferred revenue	(404,673)	1,126,791
Increase (decrease) in post-employment benefits	(103,634)	(275,215)
Decrease (increase) in prepaid expenses	<u>1,516</u>	<u>3,665</u>
Cash provided by operating transactions	<u>(438,164)</u>	<u>1,551,447</u>
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(438,164)	1,551,447
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>10,888,953</u>	<u>9,337,506</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 10,450,789</u>	<u>\$ 10,888,953</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 1 NATURE OF ORGANIZATION

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

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

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

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

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

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

(b) Cash and Cash Equivalents

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(c) Financial Instruments

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

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

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

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

(d) Non-Financial Assets

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(e) Tangible Capital Assets

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(f) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular contributions:

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

Other contributions:

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

Deferred Revenue

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

BEAUFORT-DELTA EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

Investment Income

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

Special Purpose Funds

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

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

Stallworthy / Carpenter Endowment contributions:

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

Terry Halifax Endowment contributions:

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(g) Budget Data

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

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

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

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

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

(h) Measurement Uncertainty

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

(i) Inventories including Materials and Supplies

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(j) Payroll Liabilities

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

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

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

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

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

(l) Expenses

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(m) Foreign Currency Translation

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

(n) Contributed Materials and Services

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 3 FUTURE ACCOUNTING CHANGES AND ADOPTION OF NEW ACCOUNTING STANDARDS

Future Accounting Changes

Financial Instruments

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2021. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses.

Other New Standards

Effective July 1, 2021, Education Bodies will concurrently be required to adopt: PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3041 Portfolio Investments in the same fiscal period. There are no significant impacts on the financial statements as a result of these applications.

Effective July 1, 2021, Education Bodies will be required to adopt PS 3280 Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets.

Effective July 1, 2022, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the financial statement is currently being assessed.

NOTE 4 CASH AND CASH EQUIVALENTS

	<u>2020</u>	<u>2019</u>
Cash	\$ <u>10,450,789</u>	\$ <u>10,888,953</u>
	\$ <u>10,450,789</u>	\$ <u>10,888,953</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 5 SPECIAL PURPOSE FUNDS

(Not applicable)

NOTE 6 RESTRICTED ASSETS

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

		<u>2020</u>	<u>2019</u>
Comprised of:			
Short-term	- GIC 2.0% due June 24, 2020	\$ 265,000	\$ 255,000
	- Due from general cash	<u>2,138</u>	<u>6,578</u>
		<u>\$ 267,138</u>	<u>\$ 261,578</u>
Stallworthy / Carpenter Endowment Fund:			
	Principal proceeds received	\$ 216,515	\$ 216,515
	Interest earned to date	268,438	262,955
	Expenses to date	<u>(217,815)</u>	<u>(217,892)</u>
		<u>\$ 267,138</u>	<u>\$ 261,578</u>

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

Comprised of:			
Short-term	- GIC 2.0% due June 24, 2020	\$ 21,000	\$ 20,000
	- Due from general cash	<u>379</u>	<u>933</u>
		<u>\$ 21,379</u>	<u>\$ 20,933</u>
Terry Halifax Fund:			
	Principal proceeds received	\$ 21,000	\$ 21,000
	Interest earned to date	840	2
	Expenses to date	<u>(500)</u>	<u>69</u>
		<u>\$ 21,379</u>	<u>\$ 20,933</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 6 RESTRICTED ASSETS, continued

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

Comprised of:

Short-term	- GIC 2.0% due June 24, 2020	\$ 4,000	\$ -
	- Due from general cash	<u>608</u>	<u>-</u>
		\$ <u>4,608</u>	\$ <u>-</u>

R. Gosselin Go For It Award Fund:

Principal proceeds received		\$ 5,000	\$ -
Interest earned to date		-	-
Expenses to date		<u>(500)</u>	<u>-</u>
		\$ <u>4,608</u>	\$ <u>-</u>

TOTAL RESTRICTED ASSETS		\$ <u>293,125</u>	\$ <u>282,511</u>
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NOTE 7 PORTFOLIO INVESTMENTS

(Not applicable)

NOTE 8 ACCOUNTS RECEIVABLE

	<u>Accounts</u> <u>Receivable</u>	<u>Allowance</u>	<u>2020</u>	<u>2019</u>
Government of the Northwest Territories:				
- Education, Culture and Employment	\$ <u>33,473</u>	\$ <u>-</u>	\$ <u>33,473</u>	\$ <u>68,351</u>
Due from GNWT	<u>33,473</u>	<u>-</u>	<u>33,473</u>	<u>68,351</u>
Other Accounts receivable	<u>709,716</u>	<u>286,757</u>	<u>422,959</u>	<u>212,765</u>
	\$ <u>743,189</u>	\$ <u>286,757</u>	\$ <u>456,432</u>	\$ <u>281,116</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 9 INVENTORY

(Not applicable)

NOTE 10 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2020</u>	<u>2019</u>
Government of the Northwest Territories:		
Education, Culture and Employment	\$ 2,500	\$ 25,525
Municipal and Community Affairs	5,319	5,318
Department of Finance	46,335	153,411
Department of Petroleum Products	<u>-</u>	<u>1,100</u>
Government of the Northwest Territories	54,154	185,354
Related Parties	383,966	324,573
Accounts payable	195,824	204,831
Accrued payables	<u>259,838</u>	<u>261,831</u>
	893,782	976,589
Payroll Liabilities		
To GNWT (A)	4,018,169	4,906,250
Payroll Liabilities	<u>\$ 4,018,169</u>	<u>\$ 4,906,250</u>

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

Note B: Amount accrued by the Council for salaries and wages to be paid in July and August.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 11 DEFERRED REVENUE

	<u>2020</u>	<u>2019</u>
Education, Culture & Employment		
- Healthy Food For Learning	\$ 29,729	\$ -
- Breakfast Program - Tuktoyaktuk DEA	2,084	-
- Hamlet of Sachs Harbour	9,457	-
- Facility Use - Inuvik DEA	3,503	-
- Self Regulation	-	2,502
- School & Public Library Services -Uluhaktuk FEA	21,000	13,518
- E- Learning	-	6,010
Environment & Natural Resources		
- Species at Risk - Need 2 more lines	28,757	1,855
Library		
- School & Public Library Services - Paulatuk	1,850	-
- School & Public Library Services - Aklavik DEA	175	7,755
Healthy and Social Services		
- Drop the Pop	459	3,701
Municipal & Community Affairs		
- Keepers - Need 7 more lines	<u>102,754</u>	<u>4,646</u>
- Jordon Prinicpal	454,235	1,055,549
- NWT Library	<u>20,754</u>	<u>-</u>
Teetlit Gwich'in Council	-	30,205
Charities Aid Foundation - America	-	7,419
Literacy Program - Uluhaktok DEA	972	-
Breakfast Program - Paulatuk DEA	5,192	3,986
Lights on CAF America	7,419	-
Inuvialuit Regional Corporation	-	4,791
Food First Foundation	32,440	8,036
Presidents Choice Foundation	1,086	3,888
First Light Research	-	15,000
Breakfast for Learning	37,245	16,027
Healthy Food for Learning	-	8,634
Tides - OTL - Collaborative Fund	92,432	64,544
NWT Parks & Rec Get Active NWT	<u>4,463</u>	<u>2,613</u>
	<u>\$ 856,006</u>	<u>\$ 1,260,679</u>

NOTE 12 CONTRIBUTION REPAYABLE

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 13 DUE FROM AND TO THE GOVERNMENT OF CANADA

(Not applicable)

NOTE 14 CAPITAL LEASE OBLIGATION

(Not applicable)

NOTE 15 PENSIONS

(Not applicable)

NOTE 16 LONG-TERM DEBT

(Not applicable)

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

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2017. The effective date of the next actuarial valuation is March 31, 2020. The liabilities are actuarially determined as the present value of the accrued benefits at February 17, 2018 and the results extrapolated to June 30, 2018. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>2020</u>	<u>2019</u>
Changes in Obligation:				
Accrued benefit obligations				
beginning of year	\$ 1,674,063	\$ 348,703	\$ 2,022,767	\$ 1,790,445
Current period benefit cost	145,895	37,082	182,977	145,961
Interest accrued	54,331	11,480	65,811	68,362
Benefit payments	(100,800)	(99,873)	(200,673)	(324,099)
Actuarial (gains)/losses	<u>(170,071)</u>	<u>38,360</u>	<u>(131,711)</u>	<u>342,098</u>
Accrued benefit obligations				
end of year	1,603,418	335,752	1,939,171	2,022,767
Unamortized net actuarial				
gain	<u>647,985</u>	<u>(41,125)</u>	<u>606,860</u>	<u>602,975</u>
Net future obligation	<u>2,251,403</u>	<u>294,627</u>	<u>2,546,031</u>	<u>2,625,742</u>
Total employee future				
benefits and compensated				
absences	2,251,403	294,627	2,546,031	2,625,742
Benefits Expense:				
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

The discount rate used to determine the accrued benefit obligation is an average of 3%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>Total</u>
2021	\$ 214,087	\$ 45,917	\$ 260,004
2022	178,586	38,104	216,690
2023	154,285	31,802	186,087
2024	136,041	26,782	162,823
2025	125,812	24,552	150,364
Next 5 years	580,159	103,966	684,125
Thereafter	<u>-</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 1,388,970</u>	<u>\$ 271,123</u>	<u>\$ 1,660,093</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 18 TRUST ASSETS UNDER ADMINISTRATION

(Not applicable)

NOTE 19 TANGIBLE CAPITAL ASSETS

(Not applicable)

NOTE 20 PREPAID EXPENSES

	<u>2020</u>	<u>2019</u>
LAS Holdings - R Ranking	1,500	-
LAS Holdings - S Timothy	1,500	-
Canadian Association of School System Administrators	-	1,797
VISA charges	<u>-</u>	<u>2,719</u>
	<u>3,000</u>	<u>4,516</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 21 GNWT ASSETS PROVIDED AT NO COST

	<u>Cost</u>	<u>Accumulated Amortization</u>	2020 <u>Net Book Value</u>	2019 <u>Net Book Value</u>
BBDEC Student Housing				
Inuvik	\$ 182,650	\$ 182,650	\$ -	\$ -
East Three Secondary School Carpentry shop	461,563	461,563	-	-
East Three Secondary School Auto Shop	1,308,100	532,320	775,780	42,427
Moose Kerr School	8,123,452	5,853,383	2,270,069	2,529,505
Aklavik Portable Classrooms	62,052	62,052	-	-
Chief Julius School	10,064,072	5,023,394	5,040,678	5,199,439
Mangilaluk School	7,146,891	5,110,403	2,036,488	2,245,359
Inualthuyak School	2,750,507	1,728,618	1,021,889	857,864
Helen Kalvak School	8,864,887	7,447,940	1,416,947	1,715,252
Angik School	3,871,297	2,369,638	1,501,659	1,557,722
Chief Paul Niditchie School	2,467,762	984,020	1,483,742	1,554,961
Moose Kerr Foundation Replacement	753,546	174,289	579,257	598,095
Tsiigehtchic Gym	1	-	1	1
Moose Kerr School - Ventilation	173,505	91,477	82,028	93,609
Angik School Retrofit	123,278	65,745	57,533	57,533
Helen Kalvak School Vent & DDC Retrofit	354,896	214,416	140,480	170,054
East Three New Inuvik School	108,222,857	21,062,238	87,160,619	90,000,465
Tsiigehtchic Gym Pilings	205,668	36,420	169,248	174,389
Aklavik Community Library	234,794	121,804	112,990	118,860
Moose Kerr School - Playscape	250,904	12,365	238,539	-
East Three Carpentry Shop	734,188	21,414	712,774	-
Chief P. Niditchie - Playscape	208,874	6,962	201,912	-
E3 Elementary School - Platscape	<u>347,809</u>	<u>11,594</u>	<u>336,215</u>	<u>-</u>
	<u>\$156,913,553</u>	<u>\$ 51,574,705</u>	<u>\$105,338,848</u>	<u>\$106,915,535</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 22 CONTRACTUAL OBLIGATIONS

The Council has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2020:

	<u>Expiry Date</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>Total</u>
Equipment					
Leases	2022	\$ 45,147	\$ 45,147	\$ 45,147	\$ 135,441
Commercial					
Leases	2022	<u>146,100</u>	<u>146,100</u>	<u>73,050</u>	<u>365,250</u>
Total		<u>\$ 191,247</u>	<u>\$ 191,247</u>	<u>\$ 118,197</u>	<u>\$ 500,691</u>

NOTE 23 CONTINGENCIES

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

NOTE 24 RELATED PARTIES AND INTER-ENTITY TRANSACTIONS

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

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

terms.

	<u>2020</u>	<u>2019</u>
Due to related parties		
Accounts payable:		
Contributions		
Government of the Northwest Territories:		
Department of Education, Culture & Employment	\$ 2,500	\$ 25,525
Department of Municipal & Community Affairs	5,318	5,318
Department of Finance	46,335	153,410
Petroleum Products Division	<u>-</u>	<u>1,100</u>
Government of the Northwest Territories	<u>54,153</u>	<u>185,353</u>
Other Related Parties:		
Various BDEC Schools	<u>383,966</u>	<u>324,573</u>
Total Accounts Payable	<u>438,119</u>	<u>509,926</u>
Due to Related Parties	\$ <u>438,119</u>	\$ <u>509,926</u>

	<u>Accounts Receivable</u>	<u>Allowance</u>	<u>Net 2020</u>	<u>2019</u>
Due from related parties				
Accounts receivable:				
Government of the Northwest Territories:				
Department of Health and Social Services	\$ <u>33,473</u>	\$ <u>-</u>	\$ <u>33,473</u>	\$ <u>54,384</u>
Government of the Northwest Territories	<u>33,473</u>	<u>-</u>	<u>33,473</u>	<u>54,384</u>
Due from Related Parties	\$ <u>33,473</u>	\$ <u>-</u>	\$ <u>33,473</u>	\$ <u>54,384</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 25 BUDGET DATA

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

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

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

NOTE 26 ECONOMIC DEPENDENCE

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

NOTE 27 FINANCIAL INSTRUMENTS

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

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

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

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 28 EXPENSES BY OBJECT

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
Compensation	\$ 31,803,314	\$ 34,281,161	\$ 31,418,156
Other	<u>4,726,588</u>	<u>4,255,371</u>	<u>4,920,174</u>
	<u>\$ 36,529,902</u>	<u>\$ 38,536,532</u>	<u>\$ 36,338,330</u>

NOTE 29 SUBSEQUENT EVENTS

(Not applicable)

NOTE 30 COMPARATIVE FIGURES

(Not applicable)

NOTE 31 ECE OTHER CONTRIBUTIONS

	<u>2020</u>	<u>2019</u>
French Program	\$ 75,000	\$ 75,000
eLearning	-	1,051,638
NWT Literacy Program (Aklavik)	8,000	-
NWT Literacy Council (Ft McPherson)	8,588	-
Library (Aklavik)	47,374	56,745
Public Library Services (Ft McPherson)	27,035	30,925
Community Literacy Projects (Ft McPherson)	8,744	33,654
Literacy (Ulukhaktok)	7,350	13,329
Library (Ulukhaktok)	27,069	40,833
Northern Distance Learning	<u>1,052,276</u>	<u>-</u>
	<u>\$ 1,261,436</u>	<u>\$ 1,302,124</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 32 GNWT OTHER CONTRIBUTIONS

	<u>2020</u>	<u>2019</u>
Encounters with Canada	(3,578)	8,000
Mentorship	5,938	-
SCES - Snack Program	-	3,851
Self Regulation & Action Research (ECE)	2,502	6,498
Ivvavik	10,000	10,000
Others (Finance)	-	22,110
Regular Youth Sports Programs	4,665	-
RYS - Basketball (MACA)	-	2,493
RYS - Soccer (MACA)	-	2,250
NGDG Summit (MACA)	31,000	29,852
RYS - Volleyball (MACA)	-	500
GNWT - RYS Hockey (MACA)	-	4,904
Drop the Pop (H & SS)	18,533	21,794
Under 100 Club	-	1,676
TAKT	39,523	44,687
Experience Exchange Program	1,296	-
After School Physical Activity (MACA)	63,667	122,400
Enhancing Students (MACA)	2,480	-
Volleyball ISSR	4,744	-
Track and Field ISSR	6,000	-
Badminton ISSR	1,400	-
Keepers (MACA)	7,541	23,554
GNWT - Others	9,594	-
GSA Club	5,000	-
TGC - On The Land Program (Ft McPherson)	7,252	-
Misc revenue (Ulukhaktok)	<u>469</u>	<u>200</u>
	<u>218,026</u>	<u>293,836</u>

NOTE 33 CONTINGENT ASSETS

(Not applicable)

NOTE 34 CONTRACTUAL RIGHTS

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL

CONSOLIDATED DETAILS OF EXPENSES

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Student Accommodations	Operations & Maintenance	Total
SALARIES:							
Teachers	\$ 1,291,373	\$ -	\$ 2,893,158	\$ 11,733,796	\$ -	\$ -	\$ 15,918,327
Instruction Assistants	48,354	-	414,072	129,495	-	-	591,921
Non-instructional Staff	367,107	1,183,339	4,246,823	2,751,521	-	-	8,548,790
Board/Trustee Honoraria	133,255	70,989	-	12,173	-	-	216,417
EMPLOYEE BENEFITS							
Employee Benefit/Allowance	591,030	348,102	3,001,741	4,853,912	-	274,923	9,069,708
Leave and Termination	-	-	-	(64,004)	-	-	(64,004)
SERVICES PURCHASED/ CONTRACTED							
Professional/Technical Services	-	72,355	77,882	-	-	-	150,237
Postage/Communication	638	31,864	-	98,775	1,980	-	133,257
Utilities & Leases	-	-	-	3,136	-	-	3,136
Travel	59,824	103,597	70,237	280,212	4,372	-	518,242
Student Travel	19,868	1,080	-	90,247	97,864	-	209,059
Advertising/Printing/Publishing	497	2,676	-	-	-	-	3,173
Maintenance/Repair	11,989	69,795	-	42,987	-	-	124,771
Rentals/Leases	9,145	17,680	-	158,888	-	153,579	339,292
Others	5,500	136,092	-	30,047	-	428,894	600,533
Contracted Services	17,690	61,170	26,525	328,817	-	-	434,202
MATERIALS/SUPPLIES/FREIGHT							
Materials	161,726	151,561	67,470	784,995	-	-	1,165,752
Furniture and Equipment	60,628	117,920	259,637	177,399	-	-	615,584
Freight	4,042	13,594	3,556	68,284	-	-	89,476
CONTRIBUTIONS/TRANSFERS							
Transfers - Other	-	-	(131,341)	-	-	-	(131,341)
Total	\$ 2,782,666	\$ 2,381,814	\$ 10,929,760	\$ 21,480,680	\$ 104,216	\$ 857,396	\$ 38,536,532

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 2

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

For the Year Ended June 30, 2020

<u>FUNCTION</u>	<u>General Inclusive Schooling</u>	<u>Staff Development</u>	<u>Assistive Technology</u>	<u>Student Resources</u>	<u>Total</u>
<u>SALARIES</u>					
Program Support Teachers	\$ 1,544,920	\$ -	\$ -	\$ -	\$ 1,544,920
Consultants	136,027	-	-	-	136,027
Support Assistants	1,160,586	-	-	-	1,160,586
Non Instructional Staff	4,205	-	56,288	-	60,493
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	1,097,623	-	-	-	1,097,623
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Travel	31,098	39,137	-	-	70,235
Other Contracted Services	77,882	26,525	-	-	104,407
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	21,089	-	243,252	-	264,341
Furniture and Equipment	7,315	-	-	-	7,315
Freight	<u>2,810</u>	<u>-</u>	<u>746</u>	<u>-</u>	<u>3,556</u>
TOTAL	\$ <u>4,083,555</u>	\$ <u>65,662</u>	\$ <u>300,286</u>	\$ <u>-</u>	\$ <u>4,449,503</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 3

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INDIGENOUS LANGUAGES AND EDUCATION EXPENSES
For the Year Ended June 30, 2020**

<u>FUNCTION</u>	<u>Student Instruction</u>	<u>Teaching/ Learning Resources</u>	<u>Professional Development</u>	<u>School Activities and Integrated Community Programs</u>	<u>Total</u>
<u>SALARIES</u>					
ALCBE Teachers	\$ 1,291,374	\$ -	\$ -	\$ -	\$ 1,291,374
Language Consultants	193,710	-	-	159,414	353,124
Honoraria	49,816	530	5,016	-	55,362
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	538,838	-	-	114,710	653,549
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Professional/Technical Services	-	-	-	5,500	5,500
Travel	26,229	8,317	9,251	27,834	71,181
Student Transportation (bussing)	300	-	-	7,401	7,401
Advertising/Printing/Publishing	-	-	-	414	414
Rentals/Leases	300	-	750	8,095	9,145
Other Contracted Services	1,538	2,000	9,080	4,420	17,038
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	43,906	80,110	17,033	69,591	210,640
Furniture and Equipment	6,827	-	-	-	6,827
Freight	<u>1,623</u>	<u>1,589</u>	<u>230</u>	<u>600</u>	<u>4,042</u>
TOTAL	\$ <u>2,154,461</u>	\$ <u>92,546</u>	\$ <u>41,360</u>	\$ <u>397,230</u>	\$ <u>2,685,597</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 4

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

For the Year Ended June 30, 2020

<u>Contribution Agreement Indigenous Languages</u>	<u>Budget</u>	<u>July 1 to March 31</u>	<u>April 1 to June 30</u>	<u>Total</u>
Revenue	-	2,228,476	660,621	2,889,097
Expenses				
Salaries	-	1,552,063	811,196	2,363,259
Other - O & M	-	277,375	45,263	322,638
Moose Kerr	-	-	353,124	353,124
Chief Julius plus \$20K	-	-	653,548	653,548
Chief Paul Niditchie	-	-	55,363	55,363
Mangilaluk plus \$20K	-	-	5,500	5,500
Inualthuyak	-	-	414	414
Helen Kalvak	-	-	9,145	9,145
Angik	-	-	17,038	17,038
TLC - Gwich'in	-	-	210,639	210,639
TLC - Inuvialuit	-	-	6,827	6,827
	-	-	4,042	4,042
Total Expenses	-	1,829,438	2,172,099	4,001,537
Net Surplus (Deficit)				<u>(1,112,440)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 5

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
FRENCH LANGUAGE PROGRAM
For the Year Ended June 30, 2020**

	ECE Contributions July <u>1 to June 30</u>	Commitment from Beaufort Delta <u>Education Council</u>	Total Expenses <u>July 1 to June 30</u>
Bilateral Agreement Funding			
Special Projects:			
Teacher's Assistant Salary	\$ 60,000	\$ 21,420	\$ 81,420
French Monitor - Wage	-	33,260	33,260
French Monitor - Travel	-	5,373	5,373
French Monitor - Housing	-	11,181	11,181
French Resources	5,000	(1,589)	3,411
Cultural Activities	5,000	(5,000)	-
Professional Development	5,000	(228)	4,772
Mentorship with YCS on Immersion Program	<u>15,000</u>	<u>-</u>	<u>15,000</u>
Total	<u>\$ 90,000</u>	<u>\$ 64,417</u>	<u>\$ 154,417</u>
Regular GNWT Funding			
Immersion Program	\$ 75,000		
Mentorship YCS	\$ 15,000		
CMEC Odyssey Program	\$ -		
GNWT - ECE - Food Allowance	<u>29,076</u>		
Total	<u>\$ 119,076</u>		

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 6

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
JORDAN'S PRINCIPLE
For the Year Ended June 30, 2020**

	<u>Full Year Total</u>			<u>9 and 3 Month Split</u>	
	June 30, 2020 Budget <u>Unaudited</u>	June 30, 2020 <u>Actual</u>	June 30, 2019 <u>Actual</u>	July 1, 2019 - March 31, 2020 <u>Actual</u>	April 1, 2020 - June 30, 2020 <u>Actual</u>
Revenue					
Government of Canada	\$ 3,344,449	\$ 6,000,568	\$ 3,442,807	\$ 5,406,505	\$ 594,063
Carry Forward from Previous Year	<u>1,055,551</u>	<u>1,055,551</u>	<u>-</u>	<u>1,055,551</u>	<u>2,451,557</u>
Total Revenue	<u>4,400,000</u>	<u>7,056,119</u>	<u>3,442,807</u>	<u>6,462,056</u>	<u>3,045,620</u>
Expenses					
Administration	-	86,479	94,982	64,859	21,620
Personnel	4,400,000	6,061,479	2,215,184	3,651,575	2,409,904
Transportation	-	66,371	20,582	66,371	-
Materials and Supplies	-	168,853	54,602	168,524	329
Other	<u>-</u>	<u>218,702</u>	<u>1,906</u>	<u>59,170</u>	<u>159,532</u>
Total Expenses	<u>4,400,000</u>	<u>6,601,884</u>	<u>2,387,256</u>	<u>4,010,499</u>	<u>2,591,385</u>
Net Surplus (Deficit)	<u>\$ -</u>	<u>\$ 454,235</u>	<u>\$ 1,055,551</u>	<u>\$ 2,451,557</u>	<u>\$ 454,235</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 7

NORTHERN DISTANCE LEARNING

For the Year Ended June 30, 2020

<u>Contribution Agreement</u> <u>Northern Distance Learning (NDL)</u>	<u>Budget</u>	<u>July 1 to</u> <u>March 31</u>	<u>April 1 to</u> <u>June 30</u>	<u>Total</u>
Revenue				
Government of the NWT	929,408	663,127	389,149	1,052,276
	<u>929,408</u>	<u>663,127</u>	<u>389,149</u>	<u>1,052,276</u>
Expenses				
- 3 OBL teachers and support	457,595	420,106	228,284	648,390
- DL coordinator	155,000	105,994	57,523	163,517
- IT coordinator & support	-	67,313	37,297	104,610
- Coordinator Travel (15 schools)	40,750	30,673	-	30,673
Co-ordinator telephone	3,000	894	381	1,275
- Substitute costs (In-service/sick days)	11,263	6,824	(3,125)	3,699
Coordinator professional development	2,500	4,161	-	4,161
Inclass support person (person, phone, doc cam)	31,300	144,423	44,139	188,562
NYA coordination (1-Gr.12 trip)	23,500	74,650	45,553	120,203
- Inuvik Hardware/software	189,000	1,111	920	2,031
Surface Pros, Wireless Splitter	<u>15,500</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	<u>929,408</u>	<u>856,149</u>	<u>410,972</u>	<u>1,267,121</u>
Net Surplus (Deficit)	<u>-</u>	<u>(193,022)</u>	<u>(21,823)</u>	<u>(214,845)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NORTHERN DISTANCE LEARNING

For the Year Ended June 30, 2020

Schedule 7 cont'd

	<u>Inuvik</u>	<u>Total</u>
REVENUE:		
Education, Culture and Employment	\$ 928,408	\$ 928,408
Other	<u>929,408</u>	<u>929,408</u>
EXPENSES		
Salaries/Wages		
Instructional Staff		
- 3 OBL teachers and support	457,595	457,595
- DL coordinator	<u>155,000</u>	<u>155,000</u>
Non-Instructional Staff		
- IT coordinator & support	40,750	40,750
- Substitute costs (In-service/sick days)	11,263	11,263
Coordinator professional development	2,500	2,500
Services Purchased/ Contracted		
Inclass support person (person, phone, doc cam)	31,300	31,300
NYA coordination (1-Gr.12 trip)	<u>23,500</u>	<u>23,500</u>
Hardware and software		
Computer Equipment		
- Inuvik Hardware/software	189,000	189,000
- Telephone	3,000	3,000
- Wireless Adapters and Splitter	<u>15,500</u>	<u>15,500</u>
Total Expenses	<u>929,408</u>	<u>929,408</u>
Net Surplus/(Deficit)	<u>\$ 928,408</u>	<u>\$ 928,408</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 8

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
STUDENT SUCCESS INITIATIVE**

For the Year Ended June 30, 2020

NWT Student Success Initiative

Professional Development Initiative

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

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
	<u>130,000</u>	<u>132,850</u>	<u>101,660</u>
Expenses:			
Salaries/Wages			
Facilitator Fees	25,500	44,050	40,473
Travel			
Air Charter	76,500	37,629	102,110
Accommodation	25,500	43,049	75,117
Daily Per Diems	8,500	26,005	47,454
Workshop Expenses			
Room Rental	-	-	1,000
Refreshments	25,500	14,861	23,584
Miscellaneous	<u>8,500</u>	<u>8,994</u>	<u>24,032</u>
Total Expenses	<u>170,000</u>	<u>174,588</u>	<u>313,770</u>
Net Surplus (Deficit)	<u>(40,000)</u>	<u>(41,738)</u>	<u>(212,110)</u>

BEAUFORT-DELTA EDUCATION COUNCIL
REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
STUDENT SUCCESS INITIATIVE
For the Year Ended June 30, 2020

Schedule 9

NWT Student Success Initiative

Title of Project: eLearning Development/Implementation - Year 3 of 3

	<u>2020</u>
Revenue	
Expenses	
Internet/Telephone	\$ 1,275
Classroom Materials	4,161
Education Assistants	188,562
Computer Software	120,203
Duty Travel	3,699
coordinator travell	30,673
Teachers	916,517
Freight	<u>2,031</u>
Total Expenses	<u>1,267,121</u>
Net Surplus (Deficit)	<u>\$ (1,267,121)</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 6,295	\$ 18,178
Due from Related Parties	1,060	4,238
Accounts Receivable	<u>14,869</u>	<u>-</u>
	<u>22,224</u>	<u>22,416</u>
LIABILITIES		
Due to Related Parties	4,391	-
Payroll Liabilities	867	607
Deferred Revenue	<u>175</u>	<u>7,755</u>
	<u>5,433</u>	<u>8,362</u>
ACCUMULATED SURPLUS	<u>\$ 16,791</u>	<u>\$ 14,054</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget <u>(Unaudited)</u>	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 64,742	\$ 60,389	\$ 68,747
Other ECE contributions	49,000	55,374	56,745
Other	<u>10,000</u>	<u>13,025</u>	<u>14,532</u>
TOTAL REVENUE	<u>123,742</u>	<u>128,788</u>	<u>140,024</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	9,656	4,623
Administration	25,032	35,413	27,682
School Programs	<u>98,710</u>	<u>80,983</u>	<u>143,463</u>
TOTAL EXPENSES	<u>123,742</u>	<u>126,052</u>	<u>175,768</u>
OPERATING SURPLUS	-	2,736	(35,744)
OPENING ACCUMULATED SURPLUS	<u>14,053</u>	<u>14,053</u>	<u>49,797</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 14,053</u>	<u>\$ 16,789</u>	<u>\$ 14,053</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	School Programs	Total
SALARIES:				
Non-instructional Staff	\$ -	\$ 16,866	\$ 43,577	\$ 60,443
Board/Trustee Honoraria	-	4,503	-	4,503
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	-	-	4,722	4,722
SERVICES PURCHASED/ CONTRACTED				
Postage/Communication	-	617	-	617
Student Travel	8,300	-	2,500	10,800
Rentals/Leases	-	-	16,500	16,500
Others	-	4,519	-	4,519
MATERIALS/SUPPLIES/FREIGHT				
Materials	1,356	8,698	13,441	23,495
Furniture and Equipment	-	-	243	243
Freight	-	210	-	210
Total	\$ 9,656	\$ 35,413	\$ 80,983	\$ 126,052

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 70,243	\$ 35,729
Due from Related Parties	12,331	2,394
Accounts Receivable	<u>2,736</u>	<u>56,027</u>
	<u>85,310</u>	<u>94,150</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	50,112	32,458
Due to Related Parties	4,517	8,224
Payroll Liabilities	(178)	1,449
Deferred Revenue	<u>37,054</u>	<u>53,793</u>
	<u>91,505</u>	<u>95,924</u>
ACCUMULATED DEFICIT	<u>\$ (6,195)</u>	<u>\$ (1,774)</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 55,892	\$ 51,375	\$ 58,874
Other ECE contributions	49,500	44,367	64,579
Other contributions	-	7,252	-
Other	<u>12,000</u>	<u>55,385</u>	<u>42,065</u>
TOTAL REVENUE	<u>117,392</u>	<u>158,379</u>	<u>165,518</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	24,252	19,669
Administration	36,492	61,981	61,134
School Programs	<u>80,900</u>	<u>76,568</u>	<u>93,759</u>
TOTAL EXPENSES	<u>117,392</u>	<u>162,801</u>	<u>174,562</u>
OPERATING DEFICIT	-	(4,422)	(9,044)
OPENING ACCUMULATED DEFICIT	<u>(1,777)</u>	<u>(1,777)</u>	<u>7,267</u>
CLOSING ACCUMULATED DEFICIT	<u>\$ (1,777)</u>	<u>\$ (6,199)</u>	<u>\$ (1,777)</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	School Programs	Total
SALARIES:				
Instruction Assistants	\$ -	\$ -	\$ 25,051	\$ 25,051
Non-instructional Staff	8,969	25,722	-	34,691
Board/Trustee Honoraria	-	5,075	-	5,075
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	614	1,760	1,720	4,094
SERVICES PURCHASED/ CONTRACTED				
Professional/Technical Services	-	2,669	-	2,669
Postage/Communication	-	1,854	-	1,854
Student Travel	-	-	1,127	1,127
Rentals/Leases	-	-	14,640	14,640
Others	-	5,075	10,575	15,650
Contracted Services	1,290	-	-	1,290
MATERIALS/SUPPLIES/FREIGHT				
Materials	13,379	19,826	21,773	54,978
Freight	-	-	1,682	1,682
Total	\$ 24,252	\$ 61,981	\$ 76,568	\$ 162,801

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 43,470	\$ 73,865
Due from Related Parties	29,801	24,521
Accounts Receivable	<u>11,740</u>	<u>11,103</u>
	<u>85,011</u>	<u>109,489</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	5,225	83,978
Payroll Liabilities	4,824	2,000
Deferred Revenue	<u>3,502</u>	<u>6,708</u>
	<u>13,551</u>	<u>92,686</u>
ACCUMULATED SURPLUS	<u>\$ 71,460</u>	<u>\$ 16,803</u>

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Contributions from Divisional Council	\$ 99,337	\$ 99,337	\$ 110,056
Other	<u>34,208</u>	<u>67,013</u>	<u>113,694</u>
TOTAL REVENUE	<u>133,545</u>	<u>166,350</u>	<u>223,750</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	50,465	50,014
Administration	121,917	85,552	90,892
Inclusive Schooling	-	11,930	-
School Programs	<u>11,628</u>	<u>(36,255)</u>	<u>85,867</u>
TOTAL EXPENSES	<u>133,545</u>	<u>111,692</u>	<u>226,773</u>
OPERATING SURPLUS	-	54,658	(3,023)
OPENING ACCUMULATED SURPLUS	<u>16,806</u>	<u>16,806</u>	<u>19,829</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 16,806</u>	<u>\$ 71,464</u>	<u>\$ 16,806</u>

**INUVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Total
SALARIES:					
Instruction Assistants	\$ 46,183	\$ -	\$ -	\$ -	\$ 46,183
Non-instructional Staff	-	67,945	-	13,002	80,947
Board/Trustee Honoraria	-	7,900	-	-	7,900
EMPLOYEE BENEFITS					
Employee Benefit/Allowance	4,199	6,181	-	1,283	11,663
SERVICES PURCHASED/ CONTRACTED					
Postage/Communication	-	1,924	-	-	1,924
Advertising/Printing/Publishing	-	-	-	-	83
Rentals/Leases	83	-	-	1,397	1,397
Others	-	-	-	4,380	4,895
Contracted Services	-	515	-	5,940	6,362
MATERIALS/SUPPLIES/FREIGHT					
Materials	-	422	-	-	(61,592)
Furniture and Equipment	-	665	-	(62,257)	11,930
Total	\$ 50,465	\$ 85,552	\$ 11,930	\$ (36,255)	\$ 111,692

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 17,483	\$ 3,846
Due from Related Parties	<u>7,559</u>	<u>2,637</u>
	<u>25,042</u>	<u>6,483</u>
LIABILITIES		
Due to Related Parties	7,485	-
Payroll Liabilities	1,330	2,260
Deferred Revenue	<u>7,042</u>	<u>2,069</u>
	<u>15,857</u>	<u>4,329</u>
ACCUMULATED SURPLUS	<u>\$ 9,185</u>	<u>\$ 2,154</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 15,117	\$ 31,642	\$ 26,365
Other	<u>13,500</u>	<u>8,399</u>	<u>12,607</u>
TOTAL REVENUE	<u>28,617</u>	<u>40,041</u>	<u>38,972</u>
EXPENSES			
Administration	17,917	11,705	28,749
School Programs	<u>10,700</u>	<u>21,305</u>	<u>9,847</u>
TOTAL EXPENSES	<u>28,617</u>	<u>33,010</u>	<u>38,596</u>
OPERATING SURPLUS	-	7,031	376
OPENING ACCUMULATED SURPLUS	<u>2,155</u>	<u>2,155</u>	<u>1,779</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 2,155</u>	<u>\$ 9,186</u>	<u>\$ 2,155</u>

**PAULATUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

SALARIES:
 Non-instructional Staff
 Board/Trustee Honoraria
EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Others
 Contracted Services
Total

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
\$	6,453 \$	4,610 \$	11,063
	4,650	-	4,650
	360	170	530
	132	-	132
	<u>110</u>	<u>16,525</u>	<u>16,635</u>
\$	<u>11,705 \$</u>	<u>21,305 \$</u>	<u>33,010</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 34,656	\$ 18,220
Due from Related Parties	<u>2,550</u>	<u>10,550</u>
	<u>37,206</u>	<u>28,770</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	15	66
Payroll Liabilities	459	459
Deferred Revenue	<u>9,457</u>	<u>-</u>
	<u>9,931</u>	<u>525</u>
ACCUMULATED SURPLUS	<u>\$ 27,275</u>	<u>\$ 28,245</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget <u>(Unaudited)</u>	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 6,376	\$ 6,376	\$ 30,972
Other	<u>-</u>	<u>1,017</u>	<u>-</u>
TOTAL REVENUE	<u>6,376</u>	<u>7,393</u>	<u>30,972</u>
EXPENSES			
Administration	5,376	1,863	9,023
School Programs	<u>1,000</u>	<u>6,500</u>	<u>21,208</u>
TOTAL EXPENSES	<u>6,376</u>	<u>8,363</u>	<u>30,231</u>
OPERATING DEFICIT	-	(970)	741
OPENING ACCUMULATED SURPLUS	<u>28,251</u>	<u>28,251</u>	<u>27,510</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 28,251</u>	<u>\$ 27,281</u>	<u>\$ 28,251</u>

**SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

SALARIES:
 Non-instructional Staff
 Board/Trustee Honoraria
EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Student Travel
 Others

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
	\$ 543 \$	-	\$ 543
	1,075	-	1,075
	216	-	216
	<u>29</u>	<u>6,500</u>	<u>6,500</u>
	<u>\$ 1,863 \$</u>	<u>6,500 \$</u>	<u>8,363</u>

Total

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 29,239	\$ 28,317
Due from Related Parties	2,532	857
Accounts Receivable	<u>-</u>	<u>2,700</u>
	<u>31,771</u>	<u>31,874</u>
LIABILITIES		
Payroll Liabilities	<u>178</u>	<u>54</u>
	<u>178</u>	<u>54</u>
ACCUMULATED SURPLUS	<u>\$ 31,593</u>	<u>\$ 31,820</u>

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 8,440	\$ 8,440	\$ 8,569
Rentals	<u>2,000</u>	<u>17,154</u>	<u>5,850</u>
TOTAL REVENUE	<u>10,440</u>	<u>25,594</u>	<u>14,419</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	9,399	11,045
Administration	5,250	12,945	10,508
School Programs	<u>5,190</u>	<u>3,476</u>	<u>12,629</u>
TOTAL EXPENSES	<u>10,440</u>	<u>25,820</u>	<u>34,182</u>
OPERATING DEFICIT	-	(226)	(19,763)
OPENING ACCUMULATED SURPLUS	<u>31,811</u>	<u>31,811</u>	<u>51,574</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 31,811</u>	<u>\$ 31,585</u>	<u>\$ 31,811</u>

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY

DETAILS OF EXPENSES

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	School Programs	<u>Total</u>
SALARIES:				
Instruction Assistants	2,171	-	-	2,171
Non-instructional Staff	5,014	-	-	5,014
Board/Trustee Honoraria	-	5,235	-	5,235
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	714	-	-	714
SERVICES PURCHASED/ CONTRACTED				
Student Travel	1,500	-	-	1,500
Others	-	412	-	412
Contracted Services	-	600	-	600
MATERIALS/SUPPLIES/FREIGHT				
Materials	-	1,649	3,476	5,125
Furniture and Equipment	-	5,049	-	5,049
Total	<u>9,399</u>	<u>12,945</u>	<u>3,476</u>	<u>25,820</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 36,152	\$ 32,508
Due from Related Parties	42,848	35,612
Accounts Receivable	<u>15,139</u>	<u>20,265</u>
	<u>94,139</u>	<u>88,385</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	43,134	49,808
Due to Related Parties	10,933	8,394
Payroll Liabilities	1,097	1,988
Deferred Revenue	<u>2,084</u>	<u>6,010</u>
	<u>57,248</u>	<u>66,200</u>
ACCUMULATED SURPLUS	<u>\$ 36,891</u>	<u>\$ 22,185</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Contributions from Divisional Council	\$ 68,355	\$ 67,113	\$ 141,489
Regular contributions	-	36,404	29,636
Other Government of Canada	38,500	17,425	38,835
Other	<u>27,000</u>	<u>36,156</u>	<u>69,852</u>
TOTAL REVENUE	<u>133,855</u>	<u>157,098</u>	<u>279,812</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	3,000	3,853
Administration	36,300	24,942	93,995
School Programs	<u>97,555</u>	<u>114,447</u>	<u>218,344</u>
TOTAL EXPENSES	<u>133,855</u>	<u>142,389</u>	<u>316,192</u>
OPERATING SURPLUS	-	14,709	(36,380)
OPENING ACCUMULATED SURPLUS	<u>22,174</u>	<u>22,174</u>	<u>58,554</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 22,174</u>	<u>\$ 36,883</u>	<u>\$ 22,174</u>

**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	School Programs	Total
SALARIES:				
Non-instructional Staff	-	1,300 \$	47,271 \$	48,571
Board/Trustee Honoraria	-	3,400	-	3,400
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	-	2,192	6,863	9,055
SERVICES PURCHASED/ CONTRACTED				
Utilities & Leases	-	-	3,136	3,136
Travel	3,000	-	3,000	6,000
Student Travel	-	1,080	5,840	6,920
Rentals/Leases	-	2,500	18,000	20,500
Others	-	1,446	-	1,446
Contracted Services	-	-	4,510	4,510
MATERIALS/SUPPLIES/FREIGHT				
Materials	-	12,924	25,827	38,751
Freight	-	100	-	100
Total	<u>\$ 3,000</u>	<u>\$ 24,942</u>	<u>\$ 114,447</u>	<u>\$ 142,389</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION

For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 39,197	\$ 19,551
Due from Related Parties	13,905	2,178
Accounts Receivable	<u>1,940</u>	<u>(364)</u>
	<u>55,042</u>	<u>21,365</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	250	719
Due to Related Parties	11,335	-
Payroll Liabilities	441	611
Deferred Revenue	<u>21,972</u>	<u>13,518</u>
	<u>33,998</u>	<u>14,848</u>
ACCUMULATED SURPLUS	<u>\$ 21,044</u>	<u>\$ 6,517</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 43,748	\$ 46,021	\$ 42,861
Other ECE contributions	49,500	34,419	54,162
Other contributions	-	469	200
Rentals	-	(90)	384
Other	<u>13,134</u>	<u>17,870</u>	<u>13,676</u>
TOTAL REVENUE	<u>106,382</u>	<u>98,689</u>	<u>111,283</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	-	3,586
Administration	18,379	14,054	15,963
School Programs	<u>88,003</u>	<u>70,110</u>	<u>99,517</u>
TOTAL EXPENSES	<u>106,382</u>	<u>84,164</u>	<u>119,066</u>
OPERATING SURPLUS	-	14,525	(7,783)
OPENING ACCUMULATED SURPLUS	<u>6,518</u>	<u>6,518</u>	<u>14,301</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 6,518</u>	<u>\$ 21,043</u>	<u>\$ 6,518</u>

**ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

SALARIES:
 Non-instructional Staff
 Board/Trustee Honoraria
EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Student Travel
 Others
MATERIALS/SUPPLIES/FREIGHT
 Materials
Total

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
	\$ 3,646 \$	57,325 \$	60,971
	5,600	1,664	7,264
	236	2,120	2,356
	-	230	230
	1,564	3,000	4,564
	<u>3,008</u>	<u>5,771</u>	<u>8,779</u>
	<u>\$ 14,054 \$</u>	<u>70,110 \$</u>	<u>84,164</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 10,174,054	\$ 10,658,739
Accounts Receivable	410,008	191,385
Restricted Assets	<u>293,124</u>	<u>282,512</u>
	<u>10,877,186</u>	<u>11,132,636</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	795,046	809,560
Due to Related Parties	73,925	66,369
Payroll Liabilities	4,009,154	4,896,824
Employee Deductions Payable	1,681	1,970
Deferred Revenue	774,720	1,170,826
Post-Employment Benefits	2,704,647	2,808,281
Trust Liabilities	<u>293,124</u>	<u>282,511</u>
	<u>8,652,297</u>	<u>10,036,341</u>
NET FINANCIAL RESOURCES	<u>2,224,889</u>	<u>1,096,295</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses	<u>3,000</u>	<u>4,516</u>
ACCUMULATED SURPLUS	<u>\$ 2,227,889</u>	<u>\$ 1,100,811</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Government of the NWT			
Regular contributions	\$ 30,149,241	\$ 30,874,907	\$ 30,073,557
Other ECE contributions	1,140,000	1,127,276	1,126,638
Other contributions	<u>50,000</u>	<u>210,305</u>	<u>293,636</u>
Total Government of the NWT	<u>31,339,241</u>	<u>32,212,488</u>	<u>31,493,831</u>
Government of Canada			
Jordan Prinicpal	4,400,000	6,601,884	2,387,257
Other Government of Canada	-	8,020	8,200
Total Government of Canada	<u>4,400,000</u>	<u>6,609,904</u>	<u>2,395,457</u>
Board Generated Funds			
Investment Income	130,000	113,234	162,271
Other	<u>797,575</u>	<u>404,397</u>	<u>548,342</u>
Total Board Generated Funds	<u>927,575</u>	<u>517,631</u>	<u>710,613</u>
TOTAL REVENUE	<u>36,666,816</u>	<u>39,340,023</u>	<u>34,599,901</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	2,878,189	2,694,288	2,527,492
Administration	3,084,003	2,329,762	2,298,969
Inclusive Schooling	9,438,661	11,049,171	7,441,929
School Programs	20,163,129	21,178,101	22,431,632
Student Accommodations	140,920	104,216	169,103
Operations & Maintenance	<u>825,000</u>	<u>857,396</u>	<u>841,768</u>
TOTAL EXPENSES	<u>36,529,902</u>	<u>38,212,934</u>	<u>35,710,893</u>
OPERATING SURPLUS	136,914	1,127,089	(1,110,992)
OPENING ACCUMULATED SURPLUS	<u>1,100,785</u>	<u>1,100,785</u>	<u>2,211,777</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 1,237,699</u>	<u>\$ 2,227,874</u>	<u>\$ 1,100,785</u>

**NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Student Accommodations	Operations & Maintenance	Total
SALARIES:							
Teachers	\$ 1,291,373	\$ -	\$ 2,893,158	\$ 11,733,796	\$ -	\$ -	\$ 15,918,327
Instruction Assistants	-	-	414,072	104,444	-	-	518,516
Non-instructional Staff	353,124	1,060,864	4,246,823	2,585,736	-	-	8,246,547
Board/Trustee Honoraria	133,255	33,551	-	10,509	-	-	177,315
EMPLOYEE BENEFITS							
Employee Benefit/Allowance	585,503	337,157	3,001,741	4,837,034	-	274,923	9,036,358
Leave and Termination	-	-	-	(64,004)	-	-	(64,004)
SERVICES PURCHASED/ CONTRACTED							
Professional/Technical Services	-	69,686	77,882	-	-	-	147,568
Postage/Communication	638	27,469	-	98,775	1,980	-	128,862
Travel	56,824	103,597	70,237	277,212	4,372	-	512,242
Student Travel	10,068	-	-	74,050	97,864	-	181,982
Advertising/Printing/Publishing	414	2,676	-	-	-	-	3,090
Maintenance/Repair	11,989	69,795	-	42,987	-	-	124,771
Rentals/Leases	9,145	15,180	-	108,351	-	153,579	286,255
Others	5,500	122,400	-	12,092	-	428,894	568,886
Contracted Services	16,400	60,038	26,525	301,842	-	-	404,805
MATERIALS/SUPPLIES/FREIGHT							
Materials	146,991	104,791	67,470	776,964	-	-	1,096,216
Furniture and Equipment	60,628	112,871	247,707	177,156	-	-	598,362
Freight	4,042	13,284	3,556	66,602	-	-	87,484
CONTRIBUTIONS/TRANSFERS							
Transfers - Other	8,394	196,403	-	34,555	-	-	239,352
Total	\$ 2,694,288	\$ 2,329,762	\$ 11,049,171	\$ 21,178,101	\$ 104,216	\$ 857,396	\$ 38,212,934

Approvals

Operating Plan

Daulene Gruben

Education Body Chair

Frank Galway

Superintendent

June 26, 2019

Date

June 26, 2019

Date

Annual Report

Daulene Gruben

Education Body Chair

Frank Galway

Superintendent

September 28th, 2020

Date

September 28, 2020

Date





Education Accountability Framework

Commission scolaire francophone TNO

Operating Plan and Annual Report

For the 2019-20 School Year



Commission scolaire francophone
Territoires du Nord-Ouest

Operating Plan - Executive Summary

The Commission scolaire francophone TNO's Operating Plan for the 2019-2020 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:

The CSFTNO is in its final year of its 2015-2020 Strategic Plan.

Priority 1: Support and facilitate the improvement of each student's performance, well-being and overall success.

In 2018-2019, we developed a Student Exit Profile (SEP). This profile lists the skills, competencies and knowledge that a graduate from CSFTNO schools could potentially have acquired by the end of Grade 12. To complement the SEP, in 2019-2020, the goal is to complete the creation of a 'Dashboard' for each of our schools and one for the CSFTNO that will house our demographics, our school-based data and our education body data. The Leadership Team in each school to continue the development of the School Improvement Plan will use the school dashboards, and the CSFTNO data will be used to determine priorities and to share our successes. They will all inform our new strategic plan.

In 2018-2019, we began a Strategic Review of our offer of services. Following months of consultations with all of our stakeholders, the SEP came to fruition. Now, we have to determine what adjustments we must make to our offer of services that will permit our students to acquire the skills, competencies and knowledge listed in the SEP.

For the 2019-2020 school year, these elements will be added to our schools:

- 1) A staff member at each school has been identified as a guidance counsellor for our Grade 9 to 12 students and will be given time in their teaching schedule to do this important work. We will introduce My Blueprint at those grade levels. These two staff members, one at each school, will act as liaisons to the Career Education Advisors (CEA) effected to ours schools. Both of our schools will be pilot schools in the 2019-2020 school year.
- 2) We have added one teacher position in each school to permit us to add specialty classes:
 - a. English Language Arts – Although ECE considers ELA a second language, in our

schools, we consider ELA a regular course offering. Our students take 6 language courses between Grade 10 and 12 and we offer 10-1, 20-1 and 30-1 level courses to our students in both French (FRA) and English (ELA). In order to better meet the needs of our students, both schools will offer ELA beginning in Grade 3 in 2019-2020.

- b. Arts – Each school will have an arts program, taught by a teacher specializing in the arts, be it music, visual arts or drama, or a combination thereof.
- c. Technology – Each school will benefit from teachers specializing in technology. Twenty-first century skills will be infused in teaching throughout. These specialized teachers will be given time in their timetables to teach Digital Citizenship courses, specific technology classes, and to provide mentoring to their colleagues to enhance every teacher’s proficiency in the use of technology to deepen learning.
- d. Deep Learning – The superintendent, the two principals, the financial comptroller and the Coordinator of Inclusion and Assessment will participate in a book study – *Coherence, The Right Drivers in Action for Schools, Districts and Systems* by Michael Fullan and Joanne Quinn. If time permits, we will continue with a book study of – *Deep Learning, Engage the World, Change the World*, but Michael Fullan, Joanne Quinn and Joanne McEachen. The purpose of the first book study is to ensure coherence at the system level, then expecting greater coherence at the school and classroom levels.
- e. Options will be introduced weekly from Grade 4 to Grade 10 to allow students to work on personal interest projects.
- f. Entrepreneurship programming will be added in each school in partnership with the Conseil de développement économique des TNO (CDÉTNO).

Priority 2: Create and nourish the francophone space for our students.

- 1) We will continue to provide students with opportunities to participate in school and extracurricular activities that will help them further develop their cultural identity (Youth Parliament, Encounters with Canada, Association canadienne de l’éducation en français (ACELF) yearly conference, etc.)
- 2) We will continue to forge and maintain partnerships with community members and organisations in order to enhance the learning of each student.
- 3) We will continue to promote the added value of French First Language education and Canada’s linguistic duality.
- 4) We will continue to expose our students to Indigenous customs and beliefs, culture and basic language.

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.
- 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.

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. An after-school program was established at École Boréale. We will continue with this initiative in partnership with the Association franco-culturelle de Hay River (AFCHR).
 - b. A feasibility study for the development of a French first language public daycare in Hay River is under way. This study is being done in partnership with the CDÉTNO.
 - c. Parents have begun fundraising for the future construction project that will include a gymnasium, classrooms for the high school as well as language classes, daycare spaces and an auditorium at École Boréale. These spaces (gymnasium and auditorium) would be accessible to citizens and groups of the Town of Hay River as well.
 - d. Discussions regarding the development of further spaces under the gymnasium at École Allain Cyr will begin.
- 2) We will continue to encourage student recruitment and retention with the goal of increasing enrolment.
 - a. CSFTNO will work collaboratively with department staff to improve the Ministerial Directive on the Admission of Students in Francophone Schools, as well as to simplify the Request for Admission process that is presently onerous.
 - b. Adding important new programming in each school is already in progress.
 - c. Increasing the scope of our promotional activities will occur with the filling of our vacant position at the education council office and the development of targeted communications plans.

Priority 5: Manage the CSFTNO's resources fairly, effectively and transparently.

- 1) The Governance Model of the CSFTNO has been revised. All policies have been rewritten. The tweaking of certain policies and assuring that all of the new versions are on the CSFTNO website, as well as their translation, will be completed in 2019-2020. Ensuring that all board agendas and minutes are available on CSFTNO's website in both official languages will be ongoing.
- 2) Staying focussed on results and continued improvement will continue to be our focus.
- 3) Our strategy to develop leadership in the CSFTNO will be ongoing in 2019-2020.

Annual Report - Executive Summary

The Commission scolaire francophone TNO's Annual Report for the 2019-2020 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:

PRIORITIES

STUDENT SUCCESS AND WELL-BEING

Objectives:

1. The **Student Exit Profile (SEP)** was adopted in 2019. An implementing committee was established.
2. Develop a **dashboard** for the CSFTNO and for each school.
3. Identify and train a staff member at the secondary level to provide **guidance services to students**. This teacher will liaise with ECE's Career and Education Advisors (CEAs).
4. Offer **English Language Arts classes beginning in Grade 3**.
5. **Reintroduce/introduce arts, music**, dramatic arts, visual arts, and dance programs at each school.
6. **Provide instruction in technology** and include **components on ethical use**.
7. Introduce modules on entrepreneurship in our schools in partnership with the CDÉTNO.
8. Ensure **ongoing professional development** and sharing of professional practices.

Results:

1. We established the committee's operating framework and standards. We identified critical thinking as the priority for implementing SEP in 2020–2021. The school teams established their improvement plans, including critical thinking skills to be developed in students.
2. In past years, we had a dashboard model, but we were unsure about which data to include and when. We also wondered about their relevance. Following professional training, we input academic data for each school, which are included in the schools' improvement plans. These data are important for teachers and administrators alike.
3. A teacher was identified at each school and worked with students in Grades 10 to 12, concentrating on students in Grade 12. These teachers also worked with the CEA assigned to their school. Both our schools were involved in a pilot project with the CEAs this year.
4. We now offer English Language Arts instruction beginning in Grade 3 at each school. This addition to our programs has proven popular and has energized student recruitment.
5. A music program was offered from junior kindergarten to Grade 8 at each school. A visual arts course was also taught at the secondary level.
6. As in previous years, students at ÉASC received instruction in technology. Technology programming was introduced at ÉB. We focussed on technology use to enrich learning while teaching students about the ethical and effective use of technology. These new courses were very popular at ÉB.
7. We invited a CDÉTNO employee to come to both of our schools and work on units with students from junior kindergarten to Grade 2. Our Grade 7 and 8 students were involved in more advanced units. We had wanted

to kickstart entrepreneurship projects, but COVID-19 put a halt to everything.

8. Besides other professional development activities that were possible this year, we encouraged peer-to-peer training, which saw four seasoned teachers paired with junior colleagues. The exercise proved fruitful and was rated as positive.

FRANCOPHONE AND COMMUNITY SPACE

Objectives:

1. **Offer rewarding extracurricular activities** in order to encourage students to develop their identity and their interests in the French-speaking community at the local, territorial and national level.
2. Continue to **build on and nurture our partnerships** with Francophone and academic organizations in the NWT.
3. Have each school develop a **plan to incorporate instruction in Indigenous languages, culture and beliefs** into every grade level.

Results:

1. Students attended the ACELF convention in Ottawa, while others took part in the national debate forum in Gimli. A number of other activities took place, including youth parliaments, a student exchange (SEVEC), and a leadership camp in Yellowknife.
2. Those partnerships led to numerous activities during the year: performances, workshops, storytellers, Alain Pelletier's talk about bullying, risks of vaping, etc.
3. At ÉASC, an Indigenous elder gave weekly presentations to students in different grades. More concerted efforts were made to introduce cultural artefacts into the schools. Indigenous camps were held at both our schools. The leadership camp devoted considerable attention to those materials.

PARENT AND FAMILY ENGAGEMENT

Objectives:

1. Continue to **involve parents as partners** in their children's learning and development.
2. **Improve communication** between the CSFTNO and parents, and between the schools and parents.

Results:

1. At ÉASC, new parents became involved in school committees. Their participation in school activities was much appreciated. At ÉB, school community stakeholder relations improved significantly during the year. A satisfaction survey was conducted, and the findings were analyzed.
2. A communications officer was hired on contract to raise the CSFTNO's profile via social media and in the communities of Yellowknife and Hay River. The initiative proved very successful.

FRENCH SCHOOL: TOP CHOICE FOR PARENTS

Objectives:

1. Begin discussions on the **project to expand ÉB and ÉASC**.
2. Conduct a **feasibility study** on the creation and **opening of a French-language daycare in Hay River**.
3. Continue to **lobby** the GNWT for funding for needed **renovations at Garderie Plein Soleil (GPS)**.
4. Continue talks with Minister R.J. Simpson **on the review of the Ministerial Directive on Enrolment in French First Language Education Programs (2016)**.

Results:

1. Discussed expansion needs at ÉB at every CSFTNO-ECE meeting. Meeting with Hay River mayor in Hay River to discuss openness to a community project and a fundraising campaign for the expansion. Fundraisers were held. When Minister R.J. Simpson and his officials visited ÉB in January 2020, we reminded him that the school was appealing, albeit incomplete.
2. The feasibility study was conducted in partnership with the CDÉTNO. ECE's Early Childhood Development Branch is willing to support the project. Hay River parents have to see the project as a priority and invest in it by creating a steering committee that can grow the project. There has been some interest among parents, but there are also worries about how the community of Hay River would react to a French daycare.
3. Talks between the GNWT and the Department of Canadian Heritage are apparently continuing. Talks were halted after the outbreak of the pandemic, however. We are awaiting confirmation.

EFFECTIVE MANAGEMENT AND GOVERNANCE

Objectives:

1. Draft **administrative directives (ADs) needed for the** CSFTNO and its schools to operate smoothly and review the directives annually.
2. Continue to **improve communication and information sharing** with parents and our stakeholders.
3. Hire a resource on contract to help us with **automation** in order to increase efficiency at the CSFTNO and simplify repetitive processes.
4. Develop leadership within the CSFTNO.

Results:

1. We drafted and approved six ADs. More are being developed, and they will have to be discussed and approved in 2020–2021. The CSFTNO's policies will have to be reviewed on a rotating basis.
2. A communications officer was hired on contract to raise the CSFTNO's profile via social media and in the communities of Yellowknife and Hay River. We want to keep up the momentum and capitalize on the good work that was done in 2019–2020.
3. A consultant was hired to automate budget, salary and reporting files, among others. The secretaries, office coordinator and the superintendent still require training. The initiative proved successful.
4. Several activities took place: Our financial comptroller completed the GNWT's Leadership Development Training; the office coordinator took part in training sessions on the CSFTNO's rules of procedure and on payroll; the superintendent took part in webinars on managing personnel and on enhancing organizational performance; and the school principals took part in training sessions with Bernard Roy through the ACELF, in webinars and in ECE offerings.

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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

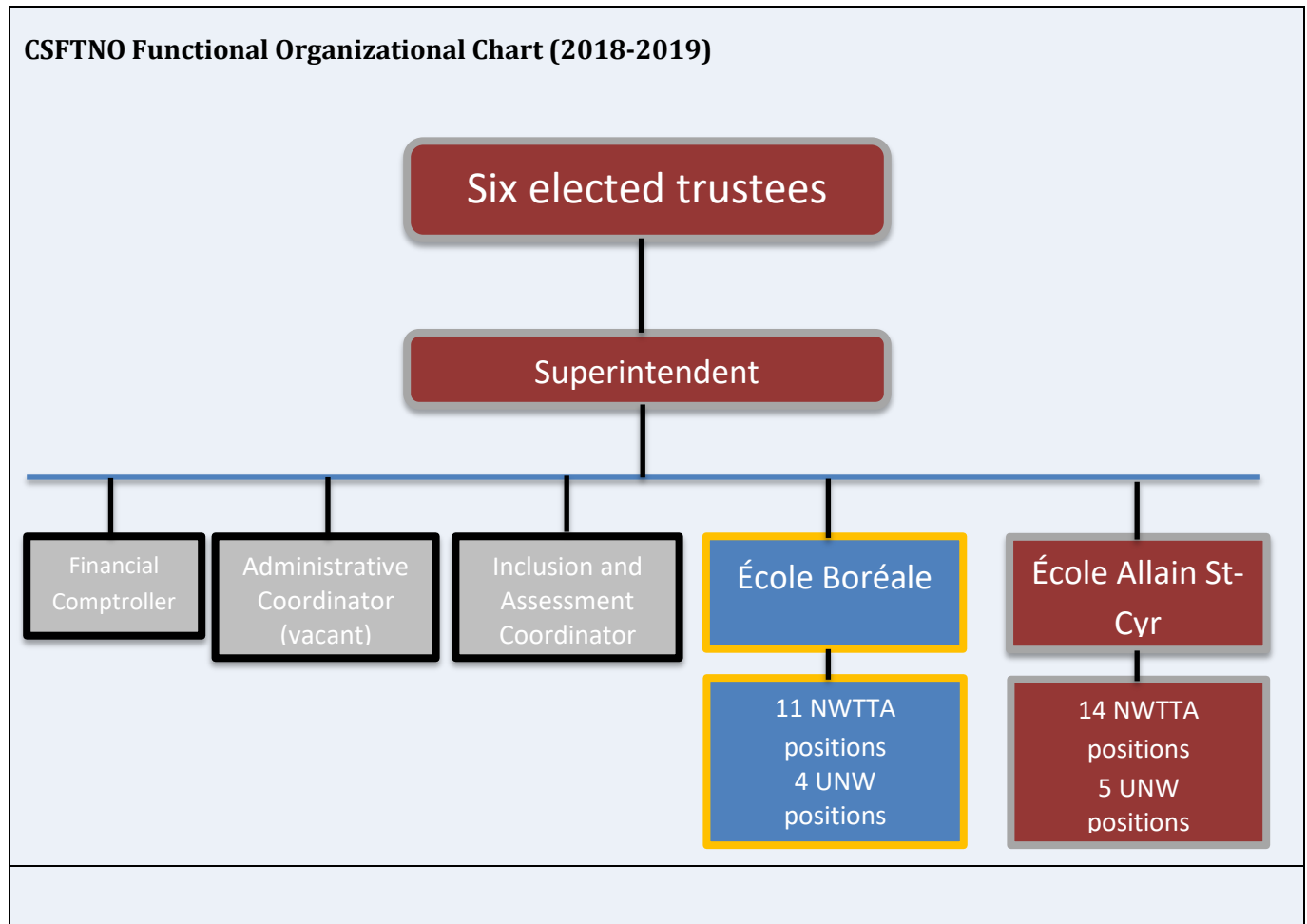
Governance of Education Bodies

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

<p>CSFTNO was established in November 2001 as a non-profit organization.</p> <p>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. Presently, there is discussion about moving from a three-year term to a four-year term to align with the municipal elections. No decision has yet been made.</p> <p>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.</p> <p>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, Vice-Chair; Nicole Fournier and Michael St-Amour).</p> <p>The superintendent is Yvonne Careen.</p> <p><i>The CSFTNO's</i> DEC meets monthly, except in July and August. Committee meetings take place regularly throughout the school year. CSFTNO also hosts two, two-day retreats, one in the fall and one in the spring.</p> <p>Besides the superintendent, there are two employees at CSFTNO's DEC office; a Financial Comptroller (Marc Akpoé) and the Coordinator of Inclusion and Assessment (Mathieu Gagnon). In July 2019, we plan to fill the vacant Office Coordinator position.</p>
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Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Political Canvassing	DEC	How to better use your voice as a trustee	November 30, 2019	No	The facilitators we contacted were not available. Instead, we offered an information session on governance.
Strategic Plan – How and Why?	DEC	In preparation for the development of the new strategic plan	December 1, 2019	Yes	The committee was struck in December, but its first meeting was January 27, 2020. The board of trustees discussed the timeline and decided on the process for the development of the strategic plan. The work began in February, but was stalled because of COVID-19. It was decided to extend the 2015-2020 Strategic Plan for one year and restart the planning in early October 2020.
Action Plan to Support Strategic Plan	DEC	Implementation Strategies	May 30, 2020	No	All of the planning for the development of our new strategic plan are ready. We sent out a survey to our stakeholders. We were to begin focus groups with

				students, staff and parents in mid-March when COVID-19 halted everything. On April 29, 2020, the committee recommended to the board of trustees that we postpone the development of the strategic plan to the fall of 2020.
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Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
Monday, September 16, 2019	DEC Office	No	It was postponed to September 23, 2019 because of a lack of quorum.
Monday, October 21, 2019	DEC Office	Yes	
Monday, November 18, 2019	DEC Office	Yes	
Saturday, November 30 Sunday, December 1, 2019	ÉASC - Retreat	No	It was moved to December 7 and 8, 2019 to better accommodate certain board trustees.
Monday, December 8, 2019	DEC Office	No	Because the Retreat was moved to December 7 and 8, 2019, the board meeting was moved to

			December 16, 2019.
Monday, January 20, 2020	DEC Office	Yes	
Monday, February 17, 2020	DEC Office	Yes	
Monday, April 20, 2020	DEC Office	No	Because of the impact of COVID-19, the board meeting was moved to April 27, 2020. Virtual
Wednesday, May 20, 2020	DEC Office	Yes	Virtual
Saturday, May 30 Sunday, May 31, 2020	ÉASC - Retreat	No	Because trustees wanted to be informed of the plan for the reopening of the schools in the fall, the retreat was moved to June 6 and 7, 2020. Trustee Nicole Fournier relocated and therefore resigned May 31, 2020.
Monday, June 15	DEC Office	No	In order to pass a motion to adopt the 2020-2021 budget, the board meeting was moved to Monday, June 22, 2020. Virtual

School Profiles

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

Total Number of Schools in District	2	Total Anticipated Student Head Count	240
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School Name	Community	Grades Offered	Programming Highlights
École Allain St-Cyr (ÉASC)	Yellowknife	JK to Grade 12	French First Language English Language Arts beginning in Grade 3 (New – used to be from Grade 4) Physical Education (JK to Grade 12) Music (Primary) Arts (Secondary) Technology (Grade 1 to 10) Options (Grade 4 to 10) Entrepreneurship (New)
École Boréale (ÉB)	Hay River	JK to Grade 12	French First Language English Language Arts beginning in Grade 3 (new – used to be from Grade 4) Physical Education (JK to Grade 12) Music (Primary) Arts (Secondary) Technology (Grade 1 to 10) Options Entrepreneurship (New)

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.

CSFTNO consists of 2 schools that will house approximately 240 students in 2019-2020 at École Allain St-Cyr in Yellowknife and at École Boréale in Hay River. We offer most required courses, but also make possible distance learning through the Centre francophone d'éducation à distance (CFED) or Alberta Distance Learning Education (ADLC) to allow students to take specialty area courses or courses that they need to complete their pathway to postsecondary studies or to the workplace.

School	Community	Grades Offered	Enrolment (FTE)	Teaching Staff (PY)
École Allain St-Cyr	Yellowknife	JK - 12	129.5	14
École Boréale	Hay River	JK - 12	93	11

School	Community	Student Support Plans and IEP		Support Assistants (PY)
École Allain St-Cyr	Yellowknife	57		2
École Boréale	Hay River	41		2

School	Community	Indigenous Students (%)		
École Allain St-Cyr	Yellowknife	6 %		
École Boréale	Hay River	28%		

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.

School	Community	Average Length of Employment	Number of 1st Year Teachers	Number of Teachers with Full Experience
École Allain St-Cyr	Yellowknife	8 years	2	6
École Boréale	Hay River	5 years	0	6

School	Community	Number of Teachers from the Region or NWT		
École Allain St-Cyr	Yellowknife	0		
École Boréale	Hay River	0		

Teacher Recruitment and Retention

For the 2019-2020 school year, teacher recruitment went well. Following individual interviews in mid-January, we had a very good grasp of which teachers were leaving our employ. We were able to advertise early in March and our teaching positions (5 new) were filled by the beginning of April. We were able to hire quality teachers that had profiles that matched exactly what we were looking for, a rarity, but very welcome.

As for future years, time will tell. There is interest for our francophone schools. We hosted two student teachers from the Faculté St-Jean in Edmonton in 2018-2019. Their positive experiences helped spread the word that the CSFTNO has two quality schools. Teaching conditions in the NWT also help us with recruitment.

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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

Regional priorities and goals:	<p>Priority 1: Support and facilitate the improvement of each student's performance, well being and overall success.</p> <p>CSFTNO has set targets for the 2019-2020 school year in each dimension of our strategic plan. Student data gathering and tracking will be a priority in 2019-2020 to ensure that our targets in literacy and numeracy are met.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of students scoring at the acceptable level on the Grade 6 and 9 English AAT	80%	78%	Acceptable, but must improve Grade 9 results. Must work hard in Grades 7, 8 and 9 to maintain reading levels. Very cohort dependent.
% of students scoring at the acceptable level on the Grade 6 and 9 Math AAT.	80%	74.6%	Acceptable, but must improve Grade 9 results. Must work hard in Grades 7, 8 and 9 to improve concept development and comprehension. Very cohort dependent.
% of students scoring at the acceptable level on the Grade 6 and 9 Français AAT.	80%	84%	Great, but still weaker results in Grade 9.
Improve attendance. % of students attending 95% or more.	100%	N/A	Due to COVID-19, it is impossible to retrieve this data.
% Increase in enrollment via retention and recruitment	10%	9.5%	
Areas of Strength for the region	Grade 6 English AAT 94.4% Grade 6 Math AAT 94.4% Grade 6 Français AAT 94.4%		
Areas for Development for the region	Grade 9 English AAT 61.5% Grade 9 Math AAT 54.8% Grade 9 Français AAT 73%		
Additional Comments for the region	Literacy through the Disciplines, as well as hiring specialist teachers from Grade 7 to 12 will be the next step.		

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

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>Each school will develop a School Improvement Plan that aligns with CSFTNO and departmental priorities.</p> <p>École Boréale: <u>Priority 1:</u> Oral French <u>Priority 2:</u> Reading <u>Priority 3:</u> Student and school community well-being</p> <p>École Allain St-Cyr: <u>Priority 1: Well-being</u> Elementary level: 95% of students and parents follow the nutrition guidelines set by the school. Secondary level: 95% of students who eat at school follow the nutrition guidelines set by the school. <u>Priority 2: Reading</u></p> <ul style="list-style-type: none"> ● In June 2020, 75% of students in the regular program will have achieved level 12 in Grade 1 and level 23 in Grade 3; and 90% will have achieved level 30 on the GB+ in Grade 6. ● In June 2020, 100% of students in the regular program in French will have scored above 70% on the Alberta Achievement Test for Grade 6 reading. ● In June 2020, 100% of students in the regular program in French will have scored above 80% on the Alberta Achievement Test for Grade 9 reading. ● In June 2020, 90% of students in the regular program in English will have scored above 65% on the Alberta Achievement Test for Grade 6 reading. ● In June 2020, 100% of students in the regular program in English will have scored above 75% on the Alberta Achievement Test for Grade 9 reading. ● In June 2020, 80% of students in the regular program in French
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	<p>will have a score of 3 or higher in JK–6 PLCs.</p> <ul style="list-style-type: none"> • In June 2020, 80% of kindergarten students in the regular program will have successfully completed (26/26) the alphabet reading section of the Brigance assessment. <p>We will continue our work in literacy by including regular collaboration meeting times bi-weekly for our Professional Learning Communities (PLCs) and by continuing to work with our facilitator from Solution Tree. In numeracy, we will continue to work with our instructional coach.</p> <p>In 2019-2020, we will continue to tweak the two complete T & L sequences, and we will complete the final two sequences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	We have worked through the process of developing school improvement plans with a consultant. Our leadership team has a much better understanding of the purpose and the role that SIPs have on school improvement.		
Areas for Development for the region	We have to focus more on using data appropriately in each of our three priorities to improve in all three areas.		
Additional Comments for the region	It's an incremental process. Every year that we have consistency in leadership, our understanding and the process improves.		

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

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>CSFTNO will hold a public meeting annually to consult parents and community members regarding the goals and plans for the school program for the next school year. CSFTNO will monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in its school. CSFTNO will evaluate school program plans and provide direction with respect to those plans. They will include: school improvement plans and classroom plans. Consultations with students, parents and community members will be ongoing. School will study and analyze learning outcome standards and the effectiveness of school processes to maximize learning outcomes. CSFTNO will complete an annual report and school improvement plans will describe educational outcomes and actions to improve school performance.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	We have done great work in the past three years to align our essential learnings in literacy. We have now done some work in numeracy to get the same type of alignment.		
Areas for Development for the region	The alignment work in numeracy must continue as it is incomplete. We will use PLCs to continue this very important work.		
Additional Comments for the region	A full-time literacy/instructional coach has will focus on this project in the 2020-2021 school year. I'm also looking for a model for an Annual Review for future years and will look to department staff for input and		

	guidance.
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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 table details 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.	In the spring, principals complete the evaluation cycle. In June, knowing their staff composition for the following year, principals identify which teachers and PSTs will require formal evaluations. Principals keep an ongoing list that is consistent with the Ministerial directive outlined above. This list is revisited and adjusted every June in preparation for the following school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	10	10	
Number of principal and assistant principals formally evaluated in the school year.	2	2	
Number of Education Body School Support Consultants formally evaluated in the school year.	1	1	
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	Continuity in the leadership team both at the school and board levels.		
Areas for Development for the region	Continued development of leadership to build a succession plan for future retirements and/or departures.		
Additional Comments for the region			

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 table details the region's training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>In 2019-2020, CSFTNO staff will focus on creating coherence through clarity throughout the organization. August 28 and 29, 2019, the focus will be on setting the stage for the upcoming school year. Our activities will focus partially on the operational, but mostly on setting common expectations in literacy and numeracy and improving instructional practices.</p> <p>In 2018-2019, we created a Student Exit Profile. Looking forward, we will introduce and/or strength skills and competencies. The intention is to build bridges by offering new programming or refining existing programming to allow our students to acquire the skills, competencies and character traits described in our Student Exit Profile.</p> <p>Our Training and In-Service align perfectly with our regional priorities and those outline by the Department of Education.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on departmental priorities	100%	100%	
% of administration days dedicated to training and in-service.	100%	100%	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Areas of Strength for the region	This time is precious. We have continuity in consultants that facilitates the work we are doing.		

Areas for Development for the region	The PLC model is in place in literacy. Developing the same or a similar model for numeracy is our next objective.
Additional Comments for the region	

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region's role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>CSFTNO already has a regional literacy framework. The literacy coach in each school will continue to collaborate with teachers by offering them help in implementing the most effective teaching strategies and ensuring that CSFTNO regional literacy framework is lived in each classroom. Where the Literacy in the Disciplines approach is concerned, individual teachers will continue to further their knowledge of these best practices. We may, through the assistance of ECE, offer a form of professional development to our teachers, if the dates coincide with our calendar.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1	1	We had divided the role in 2 and given each school 0.5 of a PY.
Regional Literacy Action Plan in place for the school year.	✓ Yes	✓ Yes	
Areas of Strength for the region	The two teachers that were given this role in their school were qualified and made excellent headway with the teachers that opened up to this coaching model.		
Areas for Development for the region	Asking a teacher to both teach and be a coach was difficult for them to manage. Also, factors that lead to these two teachers missing valuable time at school resulted in their positive impact being less than what was hoped for.		
Additional Comments for the region	For 2020-2021, the literacy/instructional coach will be a board level position. This person will be able to focus solely on this role.		

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>Ensuring that every student arrives at school ready and able to learn means that they have had a good start to their day and that they've had breakfast, have healthy snacks and a lunch. Our schools don't offer a complete breakfast program, but snacks are set out every morning for the students that may not have had breakfast. On an individual basis, we will ensure that the students needing more sustenance have access to a fuller meal. Lunches are made available to students in need. Several times a year, hot lunches are served, as a fundraising project, or just as a means to introduce a new fruit or vegetable. Several times a year, elders come into our schools and cook traditional meals such as fish or moose stew and bannock or berry muffins.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100%	100%	
Areas of Strength for the region	Various funding sources beside Healthy Food for Learning (Food First Foundation, Drop the Pop, School Nutrition Grant, After School Activity Program – Snacks, etc.)		
Areas for Development for the region	We would like to able to offer a full breakfast program for our students, but resources aren't sufficient yet.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
<p>Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i></p>	ÉASC	Open Cupboard Snack plates/bowls Care Packages	Snack service (elementary and secondary) Healthy snacks Drop the Pop Program Cooking classes were very popular Student-cooked meal service Baked cookies and muffins Lunch was also provided to students who did not have any. Breakfasts were provided to secondary students, albeit not every month as before.	
	ÉB	Open Cupboard Snack plates/bowls	Open Cupboard Snack plates/bowls	We also offer emergency lunches for students in need.

		Care Packages	Care Packages	
Total number of days and months program is offered in each school.	ÉASC	5 days/10 months	5 days/7 months	Halted – COVID-19
	ÉB	5 days/10 months	5 days/7 months	School closure following COVID-19 outbreak.
Approximate Total Number of children and youth served each day.	ÉASC	100% have access	100% have access	
	ÉB	100% have access	100% have access	

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 table details 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, noted areas of strength and areas for development.

SSI Project Proposal Summary	<p>We will again focus on our Professional Learning Communities. We have developed four teaching and learning sequences and have assembled all of the pertinent resources at each grade level from JK to grade 8. In each learning sequence, there are three components: reading, writing and grammar. We will continue to work with our facilitator from Solution Tree. Our facilitator will work with us via Internet and continue to work with our literacy coaches to add the writing and grammar components to our final two learning sequences. We have witnessed marked improvement in this area, which also has a positive effect in all other subject areas.</p>
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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%	100%	The focus of our SSI project changed due to the unavailability of our facilitator. We redirected our project from literacy to numeracy.
% of support staff from across the region that participate in SSI PD activities.	100%	100%	The focus of our SSI project changed due to the unavailability of our facilitator. We redirected our project from literacy to numeracy.
Areas of Strength	<p>We were able to find a facilitator that began working with our staff in August 2019. With her guidance, we reviewed our existing numeracy framework and made adjustments to the essential learnings identified, the diagnostic tools and the end of unit assessments for Grade 1 to 3, as well as certain modules in Grade 4. This work brought clarity to the framework.</p>		
Areas for Development	<p>Although much work has been done to the framework and the various components of the program, the whole project was not completed, partially due to teachers at certain grade levels missing key days dedicated to this work due to particular issues, and partly due to COVID-19. We did recover later in May and June and were able to advance, except at the Grade 5 and 6 levels. We must</p>		

	complete this work, and have the tools reformatted. This reformatting work was done over the summer.
Additional Comments	This SSI project will continue on into 2020 to 2022 as we will complete the work for Grade 5 and 6 and add the same elements for Grade 7 and 8. Finally, we will add Grade 9, the idea being to create a complete numeracy program that will be the vision for the district, and with which alignment and execution will be turn key for any new teacher coming to our school district. (VAE – Vision, alignment and execution)

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	Each school has a Safe School Plan.		
Areas for Development for the region	Dr. Hughes was sent each of our plans. He analyzed them and reached out to share his findings with our principals and myself. This sharing did not take place		

	as COVID-19 hit and the Continuity of Learning plan consumed all of our thoughts.
Additional Comments for the region	We would greatly benefit from receiving Dr. Hughes insight as we believe our plans need improvement. We will reach out to him.

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

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>At the CSFTNO, we have been using <i>Vers le Pacifique</i> for a number of years from kindergarten to grade 6, and more recently, from JK to grade 6. We will continue to use this program next year. It is a program that focuses on conflict resolution; however, it includes components of healthy relationship building.</p> <p>From Grade 7 to 9, we will introduce the Fourth R – Healthy Physical Education Program.</p> <p>From Grade 10 to 12, we will introduce the Fourth R – Healthy Relationships Plus Program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	0%	0%	CSFTNO schools offering <i>Vers le Pacifique</i>
Number of schools offering LEADS to grade 4-6 students.	0%	0%	CSFTNO schools offering <i>Vers le Pacifique</i>
Number of schools offering the Fourth R to grade 7-9 students.	100%	100%	
Number of schools offering HRPP to grade 10/11 students.	100%	100%	
Areas of Strength for the region	Some of the teacher strategies promoted in <i>Vers le Pacifique</i> resemble Indigenous teachings and best practices such as the Sharing Circle.		

Areas for Development for the region	We need continued training since staff turnover remains high. Training sessions took place in August 2020.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	ÉASC	<i>Vers le Pacifique</i> JK to Grade 6	Partial	We conducted <i>Vers le Pacifique</i> , albeit to varying degrees, because staff turnover makes it challenging to bring everyone up to speed.
	ÉB	<i>Vers le Pacifique</i> JK to Grade 6	1 class out of 4 implemented the whole program; 3 classes out of 4 partially implemented the program	Only one of our teachers received the training for this program, three years ago.

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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
ÉASC	English	Regular	Gr. 3 - 12	Grade 3 - 9 160 min Grade 10-12 200 min	Grade 3 - 9 160 min Grade 10-12 200 min	We don't teach ESL, but ELA. We do have to make accommodations for several students who have had very little exposure to the English language, and their program is very dependent on in which grade they began at ÉASC.
ÉB	English	Regular	Gr. 3 - 12	Grade 3 - 9 160 min Grade 10-12 200 min	Grade 3 to 6: 180 min/week; Grade 7/8: 272 min/week;	We don't teach ESL, but ELA program instead. Changes

					Grade 9 to 12: 317 min/week (1 semester only)	match the NWT School Handbook requirements.
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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.

Regional Inclusive Schooling Coordinators

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

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

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

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)
ÉASC	1.09	1.09		1.00	The difference in funding is not sufficient to increase the PY.
ÉB	1.00	1.00		1.00	
TOTAL	2.09	2.09		2.00	

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, 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)
ÉASC	0.25	0.25		0.25	Attached to a high school teacher's salary and time for counselling in his timetable.
ÉB	0.25	0.25		0.25	Attached to a high school teacher's salary and time for counselling in her timetable
TOTAL	0.50	0.50		0.50	

* Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.

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.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Yellowknife	2.02	2.00		2.00	
Hay River	1.45	1.00	It is very difficult to hire a SA at 0.45. We will consider needs at the beginning of the school year and reassess.	1.40	We made an adjustment and added a 0.40 SA part way through the school year.
TOTAL	3.46	3.00		3.40	

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)
\$22,376	\$22,376	\$18,969	\$3,407	The difference has been brought forward to the 2020-2021 school year.

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?
Inclusive Schooling Strategies for SA	Support Assistant	Exploring techniques and strategies known to be effective in supporting youth in difficulty at school.	Edmonton Calgary February 2020	Yes	
SLP S Language Strategies for Teachers and SA	PST Teachers SA	Facilitating Oral language Development	December 2019 and May 2020	Yes	May - Cancelled Covid-19
Tienet Training for new Teachers	PST Teachers SA	Tienet Training for new Teachers and refresher	August 2019	Yes	

		for all others. Development and Implementation of support plans.			
Supporting IS in Hay River by RISC	Principal, new teachers and SA	RISC visits to École Boréale to meet and support staff regarding IS.	8 visits during 2019/2020 school year	No, only 5 visits	3 cancelled – Covid-19
Provide Training for assistive Technologies as needed	Teachers and SA	Update on new technology available for teachers. Training with new software or new online tools.	Visits as needed	Yes	

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental 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 departmental priorities, for the school year.	<ul style="list-style-type: none"> ● Provide training in August and as needed to increase knowledge of Tienet platform ● Provide training in August to inform staff about development and implementation of support plans and IEP ● Provide training to increase knowledge around Self-Regulation ● Provide training to increase knowledge around RTI
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference <i>(if applicable)</i>
% of educators that have been trained on developing and implementing IEPs this year.	20%		Only a few teachers need this training every year.
% 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%	50%	Most training in inclusive schooling at our schools is given to new teachers. There was significant staff turnover this year, and we decided it was crucial to spend more time with our new teachers to inform them about inclusive schooling priorities in the NWT. In practice, this means that the PSTs and the RISC spend more time developing and modelling flexible teaching strategies with new teachers.
% 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%	50%	Several of our teachers have been members of our school support teams for many years now and are very familiar with the assistive technologies that we use. Since we work in French, we use a limited number of technology tools and software. Our

		experienced teachers are fairly knowledgeable about them and can train their colleagues, who therefore do not receive direct training every year. Our focus is on our new teachers, which is why we have not achieved 100%.
Areas of Strength for the region	New ties were established with speech therapy and occupational therapy specialists in Yukon and Alberta. Training in the use of new assessment tools for JK and K classes/early childhood assessment.	
Areas for Development for the region	Develop a model for professional training in inclusive schooling so that training can be given periodically during the year to new teachers at our schools.	
Additional Comments/Requests for Support for the region		

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Melissa Croskery	OT – Self-Reg	Training for new teachers	ÉB ÉASC	2 weeks	20,000\$

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 (\$)
\$28,694	\$14,766	Important Purchases	\$13,928 has been deferred to 2020-2021.
	\$241.45	Educatout account - Online Inclusive Education tools and activities	
	\$1,587,00	Classroom sound amplification system - Roger™ Touchscreen Mic and Roger™ SoundField"	
	\$295,31	Raz Kids - Online Reading software	
	\$760	Netmaths - Online Maths resources/software	
	\$179,40 (14,95 x12 months)	Audio book - Audible account	
	\$643,13	Google Read and Write - Speech to Text and more	
	\$135,19	Rosetta Stone - Language Learning Software	

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)
ÉASC	\$17,948	\$19,881	Difference due to percentage of allocation and salary.	\$20,449	Attached to a high school teacher's salary and time for guidance counselling in his timetable.
ÉB	\$16,982	\$15,027	Difference due to percentage of allocation and salary.	\$16,696	Attached to a high school teacher's salary and time for guidance counselling in her timetable.
TOTAL	\$34,930	\$34,908		\$35,145	

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<ul style="list-style-type: none"> ● Beginning of year, one-on-one meeting between PST/Teacher to present every SSP and IEP (new classroom assignment). Making sure that proposed student supports align with the goals stated in the plans. ● September meeting 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. Adjust, add or delete, as necessary. ● Through coaching sessions with selected teachers, the PST checks in to make sure that the student supports are aligned with the goals stated in the plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	80%	80%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	50%	New teachers who are not familiar with this concept and have to prioritize other aspects of teaching before they can tackle class

			profiles.
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	4	4	
Number of times per year that the RISC meet with the PSTs in person	10	10	
Areas of Strength for the region	Regular PST/RISC contact. Good teamwork. Basic training for PSTs/RISC facilitates inclusive schooling efforts, since team members have professional discussions that get to the crux of the problems that are encountered.		
Areas for Development for the region	Create more professional training opportunities for and in cooperation with PSTs and the RISC. PST/RISC knowledge and skills must be shared more effectively on a periodic basis each year.		
Additional Comments for the region			

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.	The principal in each school will support teachers and support assistants in arranging time for flexible instructional strategies. They will schedule, allocate resources as per needs and lead staff development with the assistance of the Regional Inclusive Schooling Coordinator.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	
% of classroom teachers who will meet with the PST at least once a month.	100%	100%	
% of support assistants who will meet with PST at least once a month.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities.	100%	100%	
Areas of Strength for the region	Proactive school teams always seeking to improve themselves. Openness to change and new teaching strategies. Collaborative schedule established at the		

	start of the school year to work on teachers' needs.
Areas for Development for the region	<p>Tweak collaborative schedules/review them several times during the year to ensure they are fair for everyone.</p> <p>Schedule time with class assistants to set specific objectives for working with students. Hold weekly meetings to keep on top of things. Provide training for teachers and assistants to ensure that everyone is on the same page.</p>
Additional Comments for the region	

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 table details 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.	<ul style="list-style-type: none"> ● RISC provides training PSTs about the 30 minutes meeting plan in August ● RISC set dates and attend first 3 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
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	75%	New teachers/teachers who are not used to asking for help.
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
Areas of Strength for the region	Good teacher involvement. Definite openness to these kinds of meetings. Clear that they were using the proposed methods/strategies following these meetings. Teachers and principals involved in the process, since they are used to it.		
Areas for Development for the region	Better communication with the principal to ensure that obligation to schedule meetings is understood. Explain process at start of year/give examples.		

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	ÉASC	1/month 2 hours (3 cases)	1 every 2 months	One of our PSTs took up a new job in the NWT. At start of year – difficult to stick to the number of meetings; no problem after that. Six meetings per year.
	ÉB	1/month 2 hours (3 cases)	1/month 2 hours (3 cases)	

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 table details 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.	<ul style="list-style-type: none"> • All plans are created before school starts in August from records of 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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	
% of students participating in developing their own IEP, when required and appropriate.	100%	100%	
Areas of Strength for the region	Individual plans were carefully reviewed by all members of the school-based support team. Teachers are very involved in student support plans and follow them in the classroom.		

<p>Areas for Development for the region</p>	<p>New teachers should receive additional training to ensure they understand the goals of the plans and the importance of keeping them active throughout the year. Continue working on improving and reviewing the plans. Some (new) teachers have difficulty tailoring their teaching to students' plans. Do modelling and continue PST/teacher collaboration.</p>
<p>Additional Comments for the region</p>	

PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.</p>	<ul style="list-style-type: none"> ● Beginning of year face to face meeting with all PSTs about expectations of time usage ● New PST - additional face to face training about expectation of time usage in NWT schools ● Sharing the PST menu in <i>Exploring Inclusive Pedagogies</i> (Schnellert, L. February 2019, p.22) ● Time use and schedules are discussed at every face to face PST/RISC meeting ● Schedules are shared with RISC via Google Drive
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	+ - 40%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	+- 15%	More time would be needed with students in order to work individually with them.
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	+ - 40%	Depends on the time of year. At the start of the school year, a lot of time is spent on administration. The situation eases as the year progresses.
Areas of Strength for the region	<p>Our colleagues are flexible and understand our constraints. We “opened up” teaching in French and Math, which</p>		

	proved very helpful in managing support schedules for students in difficulty.
Areas for Development for the region	Percentages assigned to PST duties should be reconsidered, as they are sometimes out of step with actual needs.
Additional Comments for the region	

4. Indigenous Languages and Education

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

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 centralized 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		0.25	

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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)
ÉASC	\$30,300	\$30,300	Many expenses for 2019-2020 were placed in this budget line.	\$32,189	
ÉB	\$32,700	\$32,700	Difference will be deferred to 2020-2021.	\$23,862	
TOTAL	\$63,000	\$63,000		\$56,051	\$6,949 deferred to 2020-2021

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. It is important for 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.

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.	CSFTNO schools have had working relationships with the local Indigenous community. Our 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 has built a relationship with Kalemi Dene. ÉASC also participates in camps organized by Yellowknife Education District 1. In Hay River, ÉB has developed relationships with the K'at'l'deeche First Nation and with the Métis Alliance. Human resources and access are much more readily available in Hay River than they are in Yellowknife. CSFTNO and its schools will continue to build these relationships in 2019-2020 by reaching out to Kalemi Dene and Kaw They Whee staff, as well as Yellowknife Education District 1 and Yellowknife Catholic Schools in Yellowknife. In Hay River, CSFTNO will continue to reach out to the South Slave Métis Alliance and K'at'l'deeche First Nation as well as individual elders.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%	
% of schools with Elders in Schools programming	100%	100%	
% of schools hosting community gatherings rooted in local cultures	100%	100%	
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region				
School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	ÉASC	Cooking (once a month), sewing (a few times a year) art projects (once a month)	Conducted opening prayer for 30th with an Elder. Alice taught us DENE greeting during morning PA message.	
	ÉB	- Traditional cooking lessons (once a month) - Storytelling (once a month) - Fish filleting (once a year) - Ice fishing (a few times a year)	We mostly have Elders for specific projects and events: dance workshops, traditional games workshops, Residential School survivors' testimony, painting workshops. Shirley Lafferty came to school one morning a week for her cooking lessons (3 months)	The type of activity may vary from one year to the next, depending on the elders and resource persons available.
Type of activities provided through Elders in Schools <i>(description/grades)</i>	ÉASC	- Grades 1 to 6 Guest Elder will be invited to speak of DENE laws - All grade levels up to Grade 12 Storytelling, and making jewelry	Alice told stories to elementary pupils. Alice did songs in junior kindergarten and kindergarten. Alice came to the	Joining YK1 was difficult this year. I asked to be included in their outing, but they did not have any room.

			school for beading workshops with Grades 7 and 8.	
	ÉB	<ul style="list-style-type: none"> - Cooking lessons for senior high students. - Ice fishing for elementary students. - Story telling for JK/K & primary students. 	<ul style="list-style-type: none"> - Traditional dance workshops (JK/grade 8); - Cooking lessons (JK/Grade 10); - Residential school survivors' presentations (Grade 5 to 12); - Metis Dance workshop by "Les Voyageurs" in October (JK/Grade 8); - Metis history workshop with Beverly Lambert in February (JK/Grade 8); - Painting workshops week with John Rombough in February (JK/Grade 12); - Weekly cooking lessons with Shirley Lafferty (JK/Grade 12); Traditional Games Workshops in November (JK/Grade 8) 	We didn't have a chance to organize the fishing trip with elementary students following the school closure.
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-	ÉASC	Dance, including Drum Dance (once per year) Theatrical production –	Drum Dance Spaghetti supper	

community relationships		<p>Indigenous theme Spaghetti supper - include bannock Reading in tents in the evening in pyjamas - selection of books Indigenous themes</p>	<p>30th Christmas concert Christmas dinner Secondary students' ball Small dance performance at start of year/elementary students Gathering at school after Christmas parade, chocolates, music</p>	
	ÉB	<p>- Music Night once a year-invite special guest/elder - Meet the Teachers Night once a year - invite elders - Art Day once a year - elders will teach -Student/parent buddy reading once a month - selection of books Indigenous themes - Christmas lunch once a year - include regional Indigenous foods</p>	<p>Music night in December; Meet the Teachers Night in September; Student/parent buddy reading once a month; School Christmas lunch with parents on December 19th; - Parents lunch prepared by Shirley Lafferty and students in October, December & March; High school students prepared desserts & served the lunch for the Elders'</p>	<p>With the school closure, we couldn't implement all the programming we had planned.</p>

			Christmas Luncheon (December 5 th).	
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Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region's approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential School Awareness training.</p>	<p>100% of staff will attend two Cultural Orientation days, one at the beginning of the school year, and another in mid-year.</p> <p>13 of 22.5 staff at ÉASC have already received training (Blanket Exercise) 12 of 16 staff at ÉB have already received training (Blanket Exercise)</p> <p>With the help of the Indigenous Languages Secretariat staff, we will offer workshops and in-services.</p> <p>CSFTNO will encourage all of its new to the North teachers to attend the New to the North Teachers' Conference in August 2019.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)	ILE workshop: 100% Cultural Orientation: 100%	ILE Workshop: 0% (ÉB) Cultural orientation: 42%	ÉB didn't plan an ILE workshop this year (we had one in 2018-19). Participation was 84% for the first orientation day; second day was cancelled (0%).
% of schools holding Teacher Cultural Orientation Days	100%	50% (ÉB)	We had to cancel the second day at ÉB (school closure)

Type of Residential School Awareness Training provided and # of teachers/staff participants	ILE workshop (blanket exercise): whole staff. Residential school survivor's presentations to students and staff (4 staff members).	11 ÉB staff members attended the Residential School Survivors' presentation	ÉB staff attended the ILE workshop & blanket exercise the previous year (2018-19).
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	ÉASC	School action plan: 100% Blanket Exercise Canoe Excursion On-the-land activities with elders: 100%	Blanket exercise Canoe trip Elder – organized with Cathy Allooloo We also worked with ECE to develop our ILE Plan	
	ÉB	School action plan: 100% Dene Kede review: 100% On-the-land day with local elders: 100%.	- Dene Kede review (half day): 100% - Residential School Survivors Testimony	Some staff members attended a mental health first aid clinic during the Residential School Survivors Testimony (they already participated the

			(half day): 69% - On-the-land day with local elders: 0%.	previous year to a similar activity). On-the-land day was cancelled following the school closure.
Number of local resource people involved in planning and delivering Cultural Orientation Days.	ÉASC	3	3	
	ÉB	3	2	Second day was cancelled following the school closure.

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 table details 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)	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 ILE Staff early in the school year to discuss what approach to use in our francophone schools and what is possible to be in compliance with this directive by 2021.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	0%	0%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	0%	0%	
% of schools offering Indigenous language training and support to all staff members.	0%	0%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Certain language-based activities took place with an Elder throughout the school year.		
Areas for Development for the region	Presently, our RILEC is located in Hay River. The principal at ÉASC coordinates these activities. The whole school approach to language use is not in place. We need to dedicate assign this file to one staff member and include time in their timetable to ensure that a whole school approach of a third language can be developed. That staff member will need to develop relationships with Elders in and around Yellowknife to		

	help in the delivery of the language.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	ÉASC	- Dene Wiiliideh Word wall. - Dene Wiiliideh word of the month.	Partial Alice went into the classrooms to teach some vocabulary and songs. She taught us some common phrases and expressions.	
	ÉB	- Dene Zhatié Word wall. - Dene Zhatié word of the month.	We had the Dene Zhatié word or expression of the month picked, illustrated, and shared to other classrooms by the grade 5/6 students.	

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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>At this point, with all of the other priorities that CSFTNO has, it has not focused on Indigenizing Teaching and Learning Practices as such. We are positive that by the nature of the teaching profession and the qualities often demonstrated by school staff, that our staff members already practice Indigenous Teaching and Learning Practices. We have just not stopped and considered specifically how to identify them as such. CSFTNO will be asking for the assistance of the ILE Staff to assist us in this area.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>In-service on best practices to develop Indigenizing teaching and learning by school in the context of French first language schools</p>		<p>Gap to be filled</p>
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>	<p>As the ILE branch of ECE develops list of Indigenous teaching and learning practices, our staff will be open to learning and developing their skills in this area.</p>		
<p>Additional Comments for the region</p>			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices focused on in each school (spiral, holistic, experiential and/or holistic).	ÉASC	Holistic: Sharing circle - Cooperation circle for problem solving.	Some teachers do it, but new staff have to be trained.	To be developed
	ÉB	Holistic: Sharing circle - Cooperation circle for problem solving.	Sharing circles are used in most classrooms, especially at the elementary and junior high levels.	Major discipline incidents decreased this year.

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, 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 (Required 2021)	Dene Kede provides educators with the foundation required to develop long range plans, unit plans, and in future, Indigenous community plans. At CSFTNO, we are experiencing greater staff turn-over. We need to reinvest in professional development to ensure that teachers are actively implementing Dene Kede.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	Inservice on Dene Kede at the beginning of the year	In-service took place	
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	ÉASC	100%	100%	All teachers attended the Dene Kede in-service at the beginning of the school year.
	ÉB	100%	100%	All teachers attended the Dene Kede in-service at the beginning of the school year.

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 offer key cultural experiences	<p>Our approach to offering key cultural experiences varies between schools as Yellowknife is quite different from Hay River.</p> <p>Our main activity is our annual Leadership Camp. In 2019-2020, it will take place in Yellowknife and is for students in Grade 7 to 9 from both schools. It will highlight elders who have specialties in varying areas.</p> <p>Other culture camps take place at each grade level, for example: Grade 1: Berry picking and related activities Grade 2: Duck camp Grade 3: Dog sledding Grade 5: Canoe camp Grade 8: Fish Camp</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%	
% of schools with Key Cultural Experiences that include full staff participation.	100%	100%	
Areas of Strength for the region			
Areas for Development for the region	Activities were organized. Not all grades took part, however. As I stated, I could not pair up with a school last year.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (Grade/daily or weekly or monthly etc.)	ÉASC	Monthly	Partial	The canoe camp was cancelled because of COVID-19.
	ÉB	Monthly for each grade level.	Quarterly for each grade level	Winter trapping camp (Grade 2/3) had to be cancelled because our main organizing community members wasn't available. School closure has then made our Spring beaver camp (grade 5/6) impossible to organize, as well as our Canoe camp for senior high students. Spring fishing camp also had to be cancelled.
Type of Key Cultural Experiences provided	ÉASC	Visits to Kalemi Dene School and vice versa, Culture Camps organized by Yellowknife Education District 1 and participation in the NWT Archery Championship	Leadership camp – Grades 7 and 8 Camps for secondary students taking part in exchange program: dog sledding, ice fishing, trapping Excursions to museum Animal tracks and animal	Lack of communication with YK1 to arrange camps.

			<p>excrement</p> <p>Showcase – Northern wildlife</p> <p>Arts and crafts with items from nature</p>	
	ÉB	<p>Visits to Chief Sunrise School and vice versa, winter trapping camp, spring beaver camp, Fishing camp, traditional games program & Championships, traditional cooking, canoe camp, storytelling.</p>	<p>Fall camp: beaver trapping, moose tanning, storytelling, dry fish making (grade 7 to 9). Traditional Games workshops: JK to Grade 8. Leadership camp in YK: (grade 7/8). Traditional cooking (JK to grade 10)</p>	<p>Camps and on-the-land activities vary from year to year depending on elders & resource persons available. We also had to cancel our camp for elementary students at K’atlo’deeche cabins because of the school closure (JK to grade3).</p>
<p>% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.</p>		100%	100%	

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	\$14,024	\$14,024		\$0	N/A	\$14,024 deferred to 2020-2021
Hay River	\$13,941	\$13,941		\$0	N/A	\$13,941 deferred to 2020-2021
TOTAL	\$27,965	\$27,965		\$0		\$27,965 deferred to 2020-2021

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
<u>OPERATING FUND</u>			
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
<u>EXPENSES</u>			
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 Accommodations (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 *	207,198	0	17,546
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	21,530	77,604	207,198

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
<u>SALARIES</u>			
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
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	10,880		10,880
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	12,000		12,000
Student Transportation (Busing)*			0
Other Contracted Services	12,402		12,402
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
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
<u>SALARIES</u>				
Regional ILE Coordinators	41,269			41,269
Indigenous Language Instruction				0
Cultural Resource Staff				0
Elders in Schools	26,949			26,949
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel	15,000			15,000
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	84,524			84,524
Freight				0
TOTAL	167,742	0	0	167,742

5. 2019-2020 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

	<u>Person Years</u>
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	<u>41.40</u>

6. Accumulated Surplus

Department of Education, Culture & Employment 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	207,198	207,198
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		21,530
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY		
	21,530	21,530
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

Appendix C: Annual Report - Audited Financial Statements

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Financial Position

As at June 30, **2020** **2019**

Financial Assets

Cash (Note 5)	\$ 1,514,581	\$ 1,474,672
Accounts receivable (Note 9)	93,906	131,704
	1,608,487	1,606,376

Liabilities

Accounts payable and accrued liabilities (Note 11)	373,403	680,835
Payroll liabilities (Note 11)	524,336	466,387
Repayment to GNWT (Note 12)	1,269,573	1,269,573
Deferred revenue (Note 13)	132,315	3,500
Post-employment benefits (Note 19)	374,954	438,004
	2,674,581	2,858,299

Net financial liabilities **(1,066,094)** **(1,251,923)**

Non-financial assets

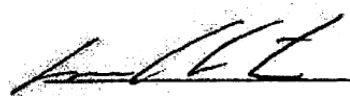
Prepaid expenses (Note 22)	11,544	7,721
Accumulated deficit	\$ (1,054,550)	\$ (1,244,202)


Represented By:

Operating deficit **\$ (1,054,550)** **\$ (1,244,202)**

Contractual obligations and contingencies (Note 24 and 25)

Approved on behalf of the Board:

 Trustee

 Trustee

See accompanying notes and schedules

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Commission scolaire francophone Territoires du Nord-Ouest

Statement of Operations

For the year ended June 30,	2020 Budget	2020 Actual	2019 Actual
Revenues			
Government of the NWT			
ECE Regular contributions	\$ 4,785,571	\$ 4,834,656	\$ 4,494,258
French language instruction	1,152,850	1,403,050	1,152,850
ECE Other contributions (Note 32)	498,369	144,127	92,449
Total GNWT ECE	6,436,790	6,381,833	5,739,557
GNWT Other contributions (Note 33)	-	44,111	40,711
Total GNWT	6,436,790	6,425,944	5,780,268
Government of Canada			
Jordan's Principle	-	231,220	156,209
Education body generated funds			
Northwest Territories Teachers' Association			
Contributions	-	12,237	24,397
Interest	25,000	32,000	32,050
Other revenues	26,200	32,158	930
	51,200	76,395	57,377
	6,487,990	6,733,559	5,993,854
Expenses (Schedule 1)			
Administration	632,798	649,878	727,344
School programs	4,300,211	4,613,500	4,011,034
Inclusive schooling	1,205,072	1,087,688	1,064,475
Operations and maintenance	139,000	98,360	60,096
Aboriginal languages	133,305	97,453	130,792
	6,410,386	6,546,879	5,993,741
Operating deficit before other items	77,604	186,680	113
Other items			
Post-employment benefit recovery (Note 19)	-	2,972	13,942
Grant in-kind - Assets provided at no cost (Note 23)	-	1,064,949	813,376
Rent expense - Assets provided at no cost (Note 23)	-	(1,064,949)	(813,376)
Repayment to GNWT (Note 24)	-	-	(1,269,573)
Special purpose fund - fundraising revenue (Note 5)	-	-	104,997
Special purpose fund - fundraising expense (Note 5)	-	-	(111,227)
Adjusted operating surplus (deficit)	77,604	189,652	(1,261,748)
Opening accumulated surplus (deficit)	(1,244,202)	(1,244,202)	17,546
Closing accumulated deficit	\$ (1,166,598)	\$ (1,054,550)	\$ (1,244,202)

See accompanying notes and schedules

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Commission scolaire francophone Territoires du Nord-Ouest

Statement of Changes in Net Financial Assets (Liabilities)

For the year ended June 30,	2020 Budget	2020 Actual	2019 Actual
Adjusted operating surplus (deficit)	\$ 77,604	\$ 189,652	\$(1,261,748)
Use (acquisition) of prepaid expenses and deposits	-	(3,823)	2,700
Increase (decrease) in net financial assets	77,604	185,829	(1,259,048)
Net financial assets (liabilities), beginning of year	(1,251,923)	(1,251,923)	7,125
Net financial assets (liabilities), end of year	\$ (1,174,319)	\$ (1,066,094)	\$(1,251,923)

See accompanying notes and schedules

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Approvals

Operating Plan

Education Body Chair

Superintendent

Date

Date

Annual Report



Education Body Chair

Superintendent

September 25, 2020

September 25, 2020

Date

Date



Cadre de responsabilisation en éducation

Commission scolaire francophone des TNO

Plan de fonctionnement
et rapport annuel

Année scolaire 2019-2020



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 2019-2020 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 suivant résume les cibles et objectifs envisagés pour l'année scolaire à venir :

La CSFTNO est dans la dernière année de son plan stratégique 2015-2020.

Priorité 1 : Appuyer et faciliter l'amélioration du rendement, le bien-être et la réussite globale de chaque élève

En 2018-2019, nous avons élaboré un profil des élèves en fin d'études (PEFE) qui dresse la liste des habiletés, compétences et connaissances qu'un élève des écoles de la CSFTNO pourra avoir acquises à la fin de la 12^e année. En 2019-2020, notre objectif est de compléter le PEFÉ en achevant de créer un « tableau de bord » pour chaque école et un autre pour la CSFTNO afin de consigner nos données démographiques, les données sur les écoles et les données sur les organismes scolaires. L'équipe de direction de chaque école utilisera son tableau de bord pour peaufiner le plan d'amélioration de son école, et les données de la CSFTNO serviront à déterminer les priorités et à faire connaître les réussites. L'ensemble de ces données alimenteront notre nouveau plan stratégique.

En 2018-2019, nous avons entamé l'examen stratégique de notre offre de services. Après plusieurs mois de consultations auprès de tous les intervenants, le PEFÉ a vu le jour. Nous devons maintenant ajuster notre offre de services pour permettre aux élèves d'acquérir les habiletés, compétences et connaissances décrites dans le PEFÉ.

Voici les ajouts prévus dans les écoles pour l'année scolaire 2019-2020 :

- 1) Dans chaque école, un orienteur scolaire pour les élèves de la 9^e à la 12^e année, choisi parmi les membres du personnel, se verra accorder du temps pour cette tâche essentielle. Nous présenterons l'outil My Blueprint aux élèves de ces niveaux. L'orienteur nommé dans chaque école fera la liaison avec les conseillers en orientation affectés à nos écoles. Cette façon de faire constituera un essai pilote pour les deux écoles en 2019-2020.
- 2) L'ajout d'un poste d'enseignant dans chaque école nous permettra d'offrir des spécialités

supplémentaires :

- a. Anglais : Bien que le MÉCF considère l'anglais comme une langue seconde, nous l'incluons parmi les cours réguliers. Nos élèves suivent six cours de langue de la 9^e à la 12^e année, et nous leur offrons les niveaux 10-1, 20-1 et 30-1, aussi bien en français qu'en anglais. En 2019-2020, pour mieux répondre aux besoins des élèves, les deux écoles offriront des cours d'anglais à partir de la 3^e année.
- b. Arts : Chaque école aura un programme d'arts dont les cours seront donnés par un enseignant spécialiste (musique, arts visuels ou théâtre, ou combinaison de ces disciplines).
- c. Technologie : Chaque école aura des enseignants spécialistes de la technologie. Les compétences du 21^e siècle seront transmises dans l'ensemble des cours. Les enseignants spécialistes auront du temps pour donner des cours sur la citoyenneté numérique ou sur des technologies particulières et pour encadrer leurs collègues afin de leur permettre de mieux utiliser la technologie pour approfondir les apprentissages.
- d. Apprentissage en profondeur : Le directeur général, les deux directeurs d'école, le contrôleur financier et le coordonnateur de l'intégration scolaire et de l'évaluation étudieront un livre (*Coherence, The Right Drivers in Action for Schools, Districts and Systems*, de Michael Fullan et Joanne Quinn) puis un autre, si le temps le permet (*Deep Learning, Engage the World, Change the World*, de Michael Fullan, Joanne Quinn et Joanne McEachen). L'étude du premier livre a pour objectif d'assurer une meilleure cohérence, d'abord à l'échelle du système, puis à l'échelle des écoles et des classes.
- e. Chaque semaine, les élèves de la 4^e à la 10^e année pourront profiter de cours à options pour travailler sur des projets personnels.
- f. Un programme d'entrepreneuriat sera intégré dans chaque école en partenariat avec le Conseil de développement économique des TNO (CDÉTNO).

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

- 1) Nous continuerons à offrir aux élèves l'occasion de participer à des activités scolaires et parascolaires qui les aideront à explorer leur identité culturelle (Parlement jeunesse, Rencontres du Canada, conférence annuelle de l'Association canadienne de l'éducation en français [ACELF], etc.).
- 2) Nous continuerons à établir et entretenir des partenariats avec des organismes et des citoyens pour améliorer l'apprentissage de chaque élève.
- 3) Nous continuerons de promouvoir la valeur ajoutée de l'éducation en français langue première et de la dualité linguistique canadienne.
- 4) Nous continuerons à exposer nos élèves aux coutumes, aux croyances, à la culture et aux langues autochtones.

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

- 1) Nous continuerons à offrir aux parents un climat d'accueil chaleureux et respectueux.
- 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.

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. Un programme parascolaire a été créé à l'École Boréale. Nous allons poursuivre cette initiative en partenariat avec l'Association franco-culturelle de Hay River (AFCHR).
 - b. Une étude de faisabilité pour l'établissement d'une garderie publique francophone à Hay River est en cours. Cette étude est réalisée en partenariat avec le CDÉTNO.
 - c. Des parents ont commencé à lever des fonds pour la construction d'un gymnase, de classes de secondaire et de langue, de locaux pour le service de garde et d'un auditorium à l'École Boréale. Les citoyens et groupes de la ville de Hay River pourront utiliser le gymnase et l'auditorium.
 - d. Nous entamerons des discussions sur la construction de nouveaux locaux sous le gymnase 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. La CSFTNO travaillera en collaboration avec le personnel du Ministère pour améliorer la directive ministérielle sur l'admission des élèves dans les écoles francophones, de même que pour simplifier le processus de demande d'admission, actuellement fastidieux.
 - b. L'ajout de nouveaux programmes utiles et intéressants est déjà en cours dans chaque école.
 - c. La portée des activités de promotion s'étendra avec la dotation du poste vacant au bureau du conseil scolaire et l'élaboration de plans de communications ciblés.

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

- 1) Le modèle de gouvernance de la CSFTNO a été revu et toutes les politiques ont été réécrites. Le peaufinage de certaines politiques et l'affichage des nouvelles versions et de leur traduction sur le site Web de la CSFTNO seront réalisés en 2019-2020. Nous continuerons à nous assurer que tous les ordres du jour et procès-verbaux du conseil d'administration sont affichés sur le site Web de la CSFTNO dans les deux langues officielles.
- 2) Nous continuerons à prioriser les résultats et l'amélioration continue.
- 3) Nous poursuivrons notre stratégie de développement du leadership à la CSFTNO en 2019-

Rapport annuel – Sommaire

Le rapport annuel de la Commission scolaire francophone des TNO pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

PRIORITÉS

LA RÉUSSITE ET LE BIEN-ÊTRE DE CHAQUE ÉLÈVE

Objectifs :

1. Le **Profil de sortie de l'élève (PSÉ)** a été adopté en juin 2019. Un Comité de mise en œuvre a été mis sur pied.
2. Développer un **tableau de bord** pour la CSFTNO et pour chaque école.
3. Identifier et former un membre du personnel au secondaire pour offrir un **service d'orientation aux élèves**. Cet enseignant agira comme liaison avec les conseillers en orientation et en éducation (COÉ) du MÉCF.
4. Offrir les cours d'**anglais (ELA) à partir de la 3^e année**.
5. **Ramener ou ajouter un programme d'arts, musique**, arts dramatiques, arts visuels, danse dans chaque école.
6. **Offrir des cours de technologie** tout en incluant des **apprentissages sur l'éthique**.
7. Introduire des modules d'entrepreneuriat dans nos écoles en partenariat avec le CDÉTNO.
8. Assurer le **développement professionnel continu** et le partage de pratiques professionnelles.

Résultats :

1. Nous avons fixé le protocole de fonctionnement et les normes de travail du comité. Nous avons établi la priorité pour la mise en œuvre du PSÉ pour 2020-2021 : la pensée critique. Les équipes-écoles ont créé leurs Plans d'amélioration en incluant des stratégies de la pensée critique à développer chez les élèves.
2. Par les années passées, nous avons élaboré un modèle de tableau de bord, mais nous nous questionnions sur les données à saisir et leur pertinence. Suite à des formations professionnelles, nous avons recueilli les données académiques pour chaque école, données que vous verrez dans les PAÉ des écoles. Ce sont des données importantes pour les enseignants et les cadres.
3. Un enseignant dans chaque école a été désigné pour offrir le service aux élèves de la 10^e à la 12^e année, en mettant l'accent sur les élèves de la 12^e année. Ces enseignants ont également travaillé avec le COÉ attitré à leur école. Nos deux écoles ont mené un projet pilote avec les COÉ cette année.
4. Nous offrons maintenant les cours d'anglais à partir de la 3^e année dans chaque école. Cet ajout à notre offre de programme a été apprécié et joue favorablement dans le recrutement des élèves.

5. Dans chaque école, on a offert un programme de musique de la prématernelle à la 8^e année. Un cours d'arts visuels a été offert au secondaire aussi.
6. À l'ÉASC, les cours de technologie étaient au programme depuis plusieurs années. À l'ÉB, nous avons ajouté les cours de technologie. Nous avons mis l'accent sur l'exploitation de la technologie pour rehausser et enrichir les apprentissages tout en exploitant les leçons sur l'éthique et l'utilisation efficace de la technologie. L'ajout de ces cours a été grandement apprécié à l'ÉB.
7. Nous avons invité une employée du CDÉTNO à venir dans chacune de nos écoles pour présenter des modules aux élèves de la prématernelle à la 2^e année. Nos élèves de 7^e et 8^e année ont suivi un module plus avancé. L'intention était de partir des projets d'entrepreneuriat, mais la COVID-19 a interrompu le projet.
8. À part les autres activités de développement professionnel possibles, nous avons encouragé cette année la formation par les pairs. Quatre jumelages d'enseignants ont eu lieu; des enseignants chevronnés ont accueilli les enseignants débutants et travaillé avec eux. Ces échanges ont été fructueux et appréciés.

ESPACE FRANCOPHONE ET COMMUNAUTAIRE

Objectifs :

1. **Offrir des expériences parascolaires enrichissantes** afin d'encourager les élèves à développer leur identité et leurs intérêts dans le développement de la francophonie locale, territoriale ou nationale.
2. Continuer **à développer et à nourrir nos partenariats** avec les organismes francophones et scolaires des TNO.
3. Chaque école concevra **un plan pour intégrer les apprentissages de la langue, de la culture et des croyances autochtones** à tous les niveaux.

Résultats :

1. Des élèves ont participé au congrès de l'ACELF à Ottawa. D'autres élèves ont participé au Forum national de débats à Gimli. Plusieurs autres activités ont été offertes : Parlements jeunesse, Voyage SÉVEC, Camp de leadership à Yellowknife, etc.
2. Plusieurs activités ont eu lieu au courant de l'année grâce à ces partenariats : spectacles, ateliers, conteurs, Alain Pelletier sur l'intimidation, les dangers du vapotage, etc.
3. À l'ÉASC, une aînée autochtone enseignait aux élèves des différents niveaux scolaires chaque semaine. L'école a fait plus d'efforts pour intégrer des artefacts culturels. Dans les deux écoles, des camps autochtones ont eu lieu. Au Camp de leadership, un grand accent a été mis sur ces apprentissages.

ENGAGEMENT DES PARENTS ET DES FAMILLES

Objectifs :

1. Continuer à **impliquer nos parents comme partenaires** dans l'apprentissage et l'épanouissement de leur enfant.
2. **Améliorer la communication** entre la CSFTNO et les parents, et les écoles et les parents.

Résultats :

1. À l'ÉASC, plusieurs nouveaux parents se sont engagés dans divers comités à l'école. Leur participation aux activités de l'école a été très appréciée. À l'ÉB, les relations entre les intervenants de la communauté scolaire se sont beaucoup améliorées au courant de l'année scolaire. Un sondage de satisfaction a été administré et les résultats étudiés.
2. L'embauche d'un contractuel en communication a grandement amélioré la visibilité de la CSFTNO, et dans les médias sociaux et dans les communautés de Yellowknife et de Hay River.

L'ÉCOLE FRANCOPHONE, LE PREMIER CHOIX DES PARENTS

Objectifs :

1. Entamer les discussions pour un **projet d'agrandissement à l'ÉB et à l'ÉASC**.
2. Faire une **étude de faisabilité** pour le développement et **l'ouverture d'une garderie francophone à Hay River**.
3. Continuer à **mettre de la pression** sur le GTNO pour qu'il débloque les fonds nécessaires pour le **projet de rénovations de la Garderie Plein Soleil (GPS)**.
4. Continuer à discuter avec le ministre R.J. Simpson **pour la révision de la Directive ministérielle sur les admissions aux écoles francophones (2016)**.

Résultats :

1. À chaque rencontre de la CSFTNO avec les fonctionnaires du MÉCF, discuter des besoins d'agrandissement à l'ÉB. Rencontre avec la mairesse de Hay River pour discuter de l'ouverture d'un projet communautaire et d'un projet de prélèvement de fonds pour l'agrandissement. Des projets de prélèvement de fonds ont eu lieu. Lors de la visite du ministre R.J. Simpson et de ses fonctionnaires à l'ÉB en janvier 2020, nous leur avons rappelé que l'école était belle, mais incomplète.
2. L'étude de faisabilité a été complétée en partenariat avec le CDÉTNO. La division de la petite enfance du MÉCF est prête à soutenir ce projet. Les parents de Hay River doivent en faire une priorité et s'investir dans ce projet en créant un Conseil d'administration pour bâtir le projet. Jusqu'ici, il y a un certain intérêt de la part des parents, mais aussi des craintes quant à la réaction de la communauté de Hay River à une garderie francophone.
3. On nous dit que les discussions se poursuivent entre le GTNO et Patrimoine canadien. Avec l'arrivée de la COVID-19, les discussions ont été interrompues. Nous attendons une confirmation.

GESTION ET GOUVERNANCE EFFICACES

Objectifs :

1. Rédiger les **directives administratives (DA) nécessaires au bon fonctionnement** de la CSFTNO et de ses écoles et faire la révision annuelle des politiques.
2. Continuer à **améliorer la communication et la diffusion d'information** auprès des parents et de nos intervenants.
3. Embaucher un contractuel qui nous aidera à **automatiser les processus**, une mesure nécessaire pour augmenter l'efficacité de la CSFTNO et simplifier les procédés répétitifs.
4. Développer le leadership au sein de la CSFTNO.

Résultats :

1. Nous avons créé et accepté plusieurs DA (6). D'autres sont en développement; elles devront faire l'objet de débats pour être acceptées en 2020-2021. Il faut débiter la rotation de la révision des politiques de la CSFTNO.
2. L'embauche d'un contractuel en communication a grandement amélioré la visibilité de la CSFTNO, et dans les médias sociaux et dans les communautés de Yellowknife et de Hay River. Nous ne voulons pas perdre notre élan et les effets positifs du travail accompli en 2019-2020.
3. Un consultant a été engagé pour automatiser les dossiers touchant le budget, les salaires, les rapports, etc.

Il reste de la formation à faire avec les secrétaires, la coordonnatrice de bureau et la direction générale. Ce projet a porté fruit.

4. Plusieurs activités ont eu lieu. Le contrôleur financier a complété la formation en perfectionnement du leadership du GTNO, la coordonnatrice de bureau a suivi plusieurs séances de formation pour bien maîtriser le Règlement des procédures de la CSFTNO et les procédures de paie, la direction générale a participé à plusieurs webinaires sur la gestion du personnel et l'amélioration de la performance d'un organisme, et les directions d'école ont participé à plusieurs formations avec Bernard Roy et avec l'ACELF, ainsi qu'à des webinaires et à des formations offertes par le MÉCF.

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 :

- Structure de gouvernance
- Organigramme fonctionnel
- Plan de formation sur la gouvernance
- Horaires des réunions
- Profils des écoles
- Profils des élèves
- Profils des enseignants

Gouvernance des organismes scolaires

L'encadré suivant présente les grandes lignes de la structure et des processus de gouvernance, la durée du mandat des membres élus et qui occupe 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. Actuellement, on se demande s'il serait pertinent de changer la durée du mandat pour qu'il passe à quatre ans afin de s'aligner sur les élections municipales, mais cette question n'a pas encore été tranchée.

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 (vice-présidente), Nicole Fournier et Michael St-Amour.

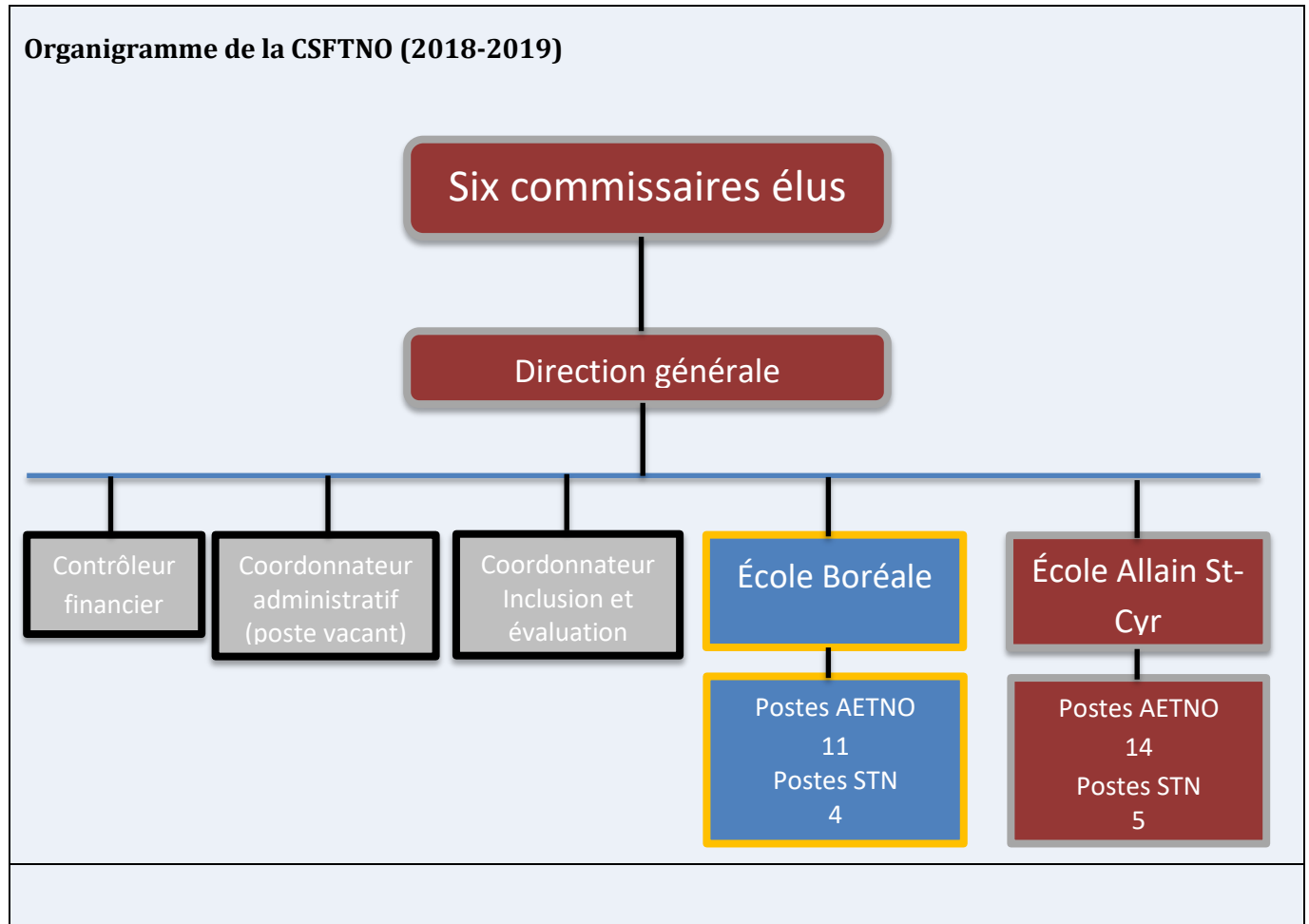
La direction générale est assumée par Yvonne Careen.

Le CSD de la CSFTNO se réunit tous les mois, sauf en juillet et 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) et le coordonnateur de l'intégration scolaire et de l'évaluation (Mathieu Gagnon). Le poste vacant de coordonnateur du bureau sera pourvu en juillet 2019.

Organigramme

Voici comment les différentes fonctions sont réparties :



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 :

Type de formation	Public cible (CSD/ASD)	Sujet prévu	Date et lieu	Tenu comme prévu? (oui/non)	Si non, pourquoi?
Démarches politiques	CSD	Comment faire valoir son titre d'administrateur scolaire	30 novembre 2019	Non	Les animateurs avec qui nous avons communiqué n'étaient pas disponibles. Nous avons plutôt donné une séance d'information sur la gouvernance.
Plan stratégique : comment et pourquoi?	CSD	Pour préparer l'élaboration du prochain plan stratégique	1 ^{er} décembre 2019	Oui	Le comité a été formé en décembre, mais a tenu sa première réunion le 27 janvier 2020. Le conseil d'administration a discuté des échéanciers et décidé d'aller de l'avant avec l'élaboration du plan stratégique. Le travail a commencé en février, mais a été interrompu par la COVID-19. Il a été décidé de prolonger d'un an le Plan stratégique 2015-2020 et de reprendre la planification au début d'octobre 2020.
Plan d'action à l'appui du	CSD	Stratégies de mise en œuvre	30 mai 2020	Non	Toute la planification du

plan stratégique				<p>nouveau plan stratégique est terminée. Nous avons distribué un sondage à nos intervenants. Nous devons commencer le travail avec les groupes de discussion formés d'élèves, d'enseignants et de parents à la mi-mars, mais tout s'est arrêté à cause de la COVID-19. Le 29 avril 2020, le comité a recommandé au conseil d'administration de repousser à l'automne 2020 l'élaboration du plan stratégique.</p>
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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?
Lundi 16 septembre 2019	Bureau du CSD	Non	Remis au 23 septembre 2019 vu l'absence de quorum.
Lundi 21 octobre 2019	Bureau du CSD	Oui	
Lundi 18 novembre 2019	Bureau du CSD	Oui	
Samedi 30 novembre et dimanche 1 ^{er} décembre 2019	ÉASC – Fin de semaine de réflexion	Non	Remis au 7 et 8 décembre 2019 pour accommoder certains membres du conseil d'administration.
Lundi 8 décembre 2019	Bureau du CSD	Non	Comme la fin de semaine de réflexion a été remise au 7 et 8 décembre 2019, la réunion a été déplacée au 16 décembre 2019.
Lundi 20 janvier 2020	Bureau du CSD	Oui	
Lundi 17 février 2020	Bureau du CSD	Oui	
Lundi 20 avril 2020	Bureau du CSD	Non	À cause de la COVID-19, la réunion du conseil a été remise au 27 avril 2020. En virtuel
Mercredi 20 mai 2020	Bureau du CSD	Oui	En virtuel
Samedi 30 mai 2017 Dimanche 31 mai 2020	ÉASC – Fin de semaine de réflexion	Non	Comme le conseil d'administration voulait être tenu au

			<p>courant du plan pour la réouverture des écoles à l'automne, la fin de semaine de réflexion a été remise au 6 et 7 juin 2020. Nicole Fournier, membre du conseil d'administration, est déménagée et a donc remis sa démission le 31 mai 2020.</p>
Lundi 15 juin 2020	Bureau du CSD	Non	<p>Pour adopter la motion du budget 2020-2021, la réunion du conseil a été remise au lundi 22 juin 2020. En virtuel</p>

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).

Nombre d'écoles dans le district	2	Nombre d'élèves prévus	240
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Nom de l'école	Collectivité	Niveaux offerts	Points saillants des programmes
École Allain St-Cyr (ÉASC)	Yellowknife	Prématernelle à 12 ^e année	Français langue première Anglais à partir de la 3 ^e année (nouveau – avant, l'anglais commençait en 4 ^e année) Éducation physique (prématernelle à 12 ^e année) Musique (primaire) Arts (secondaire) Technologie (1 ^{re} à 10 ^e année) Options (4 ^e à 10 ^e année) Entrepreneuriat (Nouveau)
École Boréale (ÉB)	Hay River	Prématernelle à 12 ^e année	Français langue première Anglais à partir de la 3 ^e année (nouveau – avant, l'anglais commençait en 4 ^e année) Éducation physique (prématernelle à 12 ^e année) Musique (primaire) Arts (secondaire) Technologie (1 ^{re} à 10 ^e année) Méthodes Entrepreneuriat (Nouveau)

Profils des élèves

Le tableau suivant 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.

La CSFTNO compte deux écoles (l'école Allain St-Cyr à Yellowknife et l'école Boréale à Hay River) qui accueilleront quelque 240 élèves au cours de l'année scolaire 2019-2020. Elle offre la plupart des cours obligatoires, ainsi que de l'apprentissage à distance, par l'intermédiaire du Centre francophone d'éducation à distance et de l'Alberta Distance Learning Education, pour permettre aux élèves de suivre des cours spécialisés ou des cours nécessaires à la poursuite d'études postsecondaires ou à l'entrée sur le marché du travail.

École	Collectivité	Niveaux offerts	Inscriptions (ÉTP)	Enseignants (AP)
École Allain St-Cyr	Yellowknife	prématernelle - 12 ^e année	129,5	14
École Boréale	Hay River	prématernelle - 12 ^e année	93	11

École	Collectivité	PSÉ et PEI		Aides-enseignants (AP)
École Allain St-Cyr	Yellowknife	57		2
École Boréale	Hay River	41		2

École	Collectivité	Élèves autochtones (%)		
École Allain St-Cyr	Yellowknife	6 %		
École Boréale	Hay River	28 %		

Profils des enseignants

Le tableau suivant donne les caractéristiques de la population enseignante, notamment la durée moyenne de service dans la région, le nombre d’enseignants dont c’est la première année, le nombre moyen d’enseignants expérimentés, le nombre d’enseignants de la région ou des TNO, et les problèmes potentiels de recrutement et de rétention.

École	Collectivité	Durée moyenne du service (année)	Nombre d’enseignants dont c’est la première année	Nombre d’enseignants expérimentés
École Allain St-Cyr	Yellowknife	8 ans	2	6
École Boréale	Hay River	5 ans	0	6

École	Collectivité	Nombre d’enseignants de la région ou des TNO		
École Allain St-Cyr	Yellowknife	0		
École Boréale	Hay River	0		

RECRUTEMENT ET RÉTENTION DES ENSEIGNANTES ET ENSEIGNANTS

Pour l’année scolaire 2019-2020, le recrutement des enseignants s’est bien déroulé. Des entrevues individuelles menées à la mi-janvier nous ont donné une bonne idée du nombre de départs. Nous avons pu afficher dès le début mars cinq postes d’enseignants, qui ont été dotés début avril. Nous avons pu embaucher des enseignants de qualité dont les profils correspondaient exactement à nos besoins; c’est rare.

Pour les prochaines années, on verra. Nos écoles francophones suscitent de l’intérêt; en 2018-2019, nous avons accueilli deux stagiaires de la Faculté Saint-Jean d’Edmonton. Leur expérience positive a contribué à la réputation de qualité des écoles de la CSFTNO. Les conditions d’enseignement aux TNO favorisent également le recrutement.

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 :

- Planification stratégique par organisme scolaire
- Planification des améliorations scolaires
- Examens annuels des écoles
- Évaluations du personnel
- Formation régionale et interne
- Coordonnateurs de la littératie
- Bien se nourrir pour mieux apprendre
- Initiative pour la réussite scolaire
- Plans de sécurité des écoles
- Programme visant à promouvoir les relations saines
- Enseignement d'une langue seconde

Planification stratégique par organisme scolaire

Le tableau suivant dresse la liste des priorités et des buts régionaux; il présente 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 éléments à améliorer.

Priorités et cibles régionales	<p>Priorité 1 : Appuyer et faciliter l'amélioration du rendement, du bien-être et de la réussite globale de chaque élève</p> <p>La CSFTNO a établi des cibles pour l'année scolaire 2019-2020 dans chaque dimension du plan stratégique. La collecte et le suivi des données sur les élèves constitueront une priorité en 2019-2020, afin de garantir l'atteinte des cibles en littératie et en numératie.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'élèves de 6 ^e et 9 ^e année obtenant une note acceptable au test de rendement de l'Alberta (TRA) en anglais	80 %	78 %	Acceptable, mais il faut améliorer les résultats en 9 ^e année. Il faut travailler fort en 7 ^e , 8 ^e et 9 ^e année pour maintenir le niveau de lecture. Varie beaucoup d'une cohorte à l'autre.
Pourcentage d'élèves de 6 ^e et 9 ^e année obtenant une note acceptable au TRA en mathématiques	80 %	74,6 %	Acceptable, mais il faut améliorer les résultats en 9 ^e année. Il faut travailler fort en 7 ^e , 8 ^e et 9 ^e année pour améliorer l'acquisition et la compréhension des concepts. Varie beaucoup d'une cohorte à l'autre.
Pourcentage d'élèves de 6 ^e et 9 ^e année obtenant une note acceptable au test de rendement de l'Alberta (TRA) en français	80 %	84 %	Excellent, mais les résultats sont tout de même plus faibles en 9 ^e année
Augmentation de la fréquentation. Pourcentage d'élèves présentant une assiduité de 95 % ou plus.	100 %	S.O.	À cause de la COVID-19, il est impossible d'obtenir ces données.
Pourcentage de hausse des inscriptions par la rétention et le recrutement	10 %	9,5 %	
Points forts de la région	6 ^e année, TRA en anglais, 94,4 % 6 ^e année, TRA en mathématiques, 94,4 % 6 ^e année, TRA en français, 94,4 %		
Éléments à améliorer pour la région	9 ^e année, TRA en anglais, 61,5 % 9 ^e année, TRA en mathématiques, 54,8 %		

	9 ^e année, TRA en français, 73 %
Autres commentaires	Développement de la littératie dans toutes les matières. La prochaine étape est d'embaucher des enseignants spécialistes pour la 7 ^e à la 12 ^e année.

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.

Le tableau suivant donne les priorités et buts régionaux et les liens avec les priorités ministérielles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir en matière de planification des améliorations scolaires, de même que les résultats obtenus, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale pour la planification des améliorations scolaires et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire</p>	<p>Chaque école élabore un plan d'amélioration conforme aux priorités de la CSFTNO et du Ministère.</p> <p>École Boréale :</p> <p><u>Priorité 1</u> : Utilisation du français à l'oral</p> <p><u>Priorité 2</u> : Lecture</p> <p><u>Priorité 3</u> : Bien-être des élèves et de la communauté scolaire</p> <p>École Allain St-Cyr :</p> <p><u>Priorité 1</u> : Bien-être</p> <p>Primaire : 95 % des élèves et des parents respectent les valeurs alimentaires établies par l'école</p> <p>Secondaire : 95 % des élèves qui mangent à l'école respectent les valeurs alimentaires établies par l'école</p> <p><u>Priorité 2</u> : Lecture</p> <ul style="list-style-type: none">● En juin 2020, 75 % des élèves suivant un programme régulier atteindront le niveau 12 en 1^{re} année, le niveau 23 en 3^e année et 90 % le niveau 30 en 6^e année avec la trousse d'évaluation GB+.● En juin 2020, 100 % des élèves suivant un programme régulier en français auront une note supérieure à 70 % dans l'AAT (Alberta Achievement Test) en lecture de la 6^e année.● En juin 2020, 100 % des élèves suivant un programme régulier en français auront une note supérieure à 80 % dans l'AAT (Alberta Achievement Test) en lecture de la 9^e année.● En juin 2020, 90 % des élèves suivant un programme régulier en anglais auront une note supérieure à 65 % dans l'AAT (Alberta Achievement Test) lecture de la 6^e année.● En juin 2020, 100 % des élèves suivant un programme régulier en anglais auront une note supérieure 75 % dans l'AAT (Alberta
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	<p>Achievement Test) lecture de la 9^e année.</p> <ul style="list-style-type: none"> • En juin 2020, 80 % des élèves suivant un programme régulier en français auront une note de 3 ou plus dans les CAP de lecture de la prématernelle à la 6^e année. • En juin 2020, 80 % des élèves de maternelle suivant un programme régulier réussiront la section lecture alphabet (26/26) de l'évaluation Brigance. <p>Nous poursuivrons nos projets de littératie en organisant des rencontres de collaboration bihebdomadaires pour nos communautés d'apprentissage professionnelles (CAP) et en poursuivant la collaboration avec notre facilitateur de Solution Tree. En numératie, nous continuerons à travailler avec notre conseiller pédagogique.</p> <p>En 2019-2020, nous continuerons à peaufiner les deux séquences complètes d'enseignement et d'apprentissage, et nous terminerons les deux séquences finales.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage des priorités et buts régionaux conformes aux priorités et buts du MÉCF	100 %	100 %	
Pourcentage d'écoles de la région ayant élaboré un plan d'amélioration en consultation avec la collectivité	100 %	100 %	
Pourcentage d'écoles de la région ayant présenté un plan d'amélioration	100 %	100 %	
Pourcentage d'écoles de la région ayant communiqué au public un plan d'amélioration final	100 %	100 %	
Points forts de la région	Nous avons fini d'élaborer les plans d'amélioration des écoles en collaboration avec un expert-conseil. Notre équipe de direction comprend beaucoup mieux l'objectif des plans d'amélioration des écoles et leur importance.		
Éléments à améliorer pour la région	Nous devons nous efforcer d'utiliser les données de façon appropriée pour chacune des trois priorités afin de les faire progresser.		
Autres commentaires	C'est un processus graduel. Chaque année où nous bénéficions d'un leadership stable, notre compréhension, de même que le processus, s'améliorent.		

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.

Le tableau suivant détaille 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'examen annuels, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale pour la réalisation des examens annuels des écoles</p>	<p>La CSFTNO tiendra une réunion publique annuelle afin de consulter les parents et les membres de la collectivité au sujet des objectifs et des plans de l'année scolaire suivante. Elle surveillera, évaluera et orientera la réalisation des programmes scolaires pour garantir le respect des normes les plus élevées. Elle évaluera en outre les plans des écoles (plan d'amélioration de l'école et plans de leçon) et formulera des directives à cet égard.</p> <p>Les consultations avec les élèves, les parents et les membres de la collectivité se poursuivront. L'école étudiera et analysera les objectifs d'apprentissage et l'efficacité des processus scolaires pour maximiser les résultats d'apprentissage. La CSFTNO rédigera un rapport annuel, et les plans d'amélioration des écoles décriront les objectifs pédagogiques ainsi que les mesures à prendre pour améliorer le rendement des écoles.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles de la région pour lesquelles l'examen annuel est effectué	100 %	100 %	
Pourcentage d'écoles qui utilisent les programmes scolaires approuvés des TNO dans tous les niveaux et toutes les matières	100 %	100 %	
Points forts de la région	Dans les trois dernières années, nous avons beaucoup travaillé à uniformiser les apprentissages essentiels en littératie. Nous cherchons maintenant à faire la même chose en numératie.		
Éléments à améliorer pour la région	Le travail d'uniformisation en numératie doit se poursuivre, car il n'est pas terminé. Nous allons utiliser les communautés d'apprentissage professionnelles (CAP) pour continuer cet important travail.		

Autres commentaires	Ce projet sera confié à un conseiller pédagogique en littératie en poste à temps plein pendant l'année scolaire 2020-2021. Nous sommes aussi à la recherche d'un modèle d'évaluation annuelle pour les prochaines années et nous solliciterons les commentaires et les conseils du personnel ministériel.
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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.

Le tableau suivant dresse 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 éléments à améliorer.

Approche régionale pour l'évaluation du personnel	Au printemps, les directeurs d'école terminent le cycle d'évaluation. En juin, lorsqu'ils connaissent la composition de leur personnel pour l'année suivante, ils désignent les enseignants et enseignants responsables du programme de soutien (ERPS) qui nécessitent une évaluation officielle. Les directeurs d'école tiennent une liste permanente conforme à la directive ministérielle décrite ci-dessus. La liste est révisée en juin de chaque année en prévision de l'année scolaire suivante.
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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	10	
Nombre de directeurs d'école et de directeurs adjoints officiellement évalués pour l'année scolaire	2	2	
Nombre de conseillers en soutien scolaire officiellement évalués pour l'année scolaire	1	1	
Nombre de directeurs et de directeurs adjoints officiellement évalués pour l'année scolaire	1	1	

Points forts de la région	Continuité au sein de l'équipe de direction à l'échelle des écoles et de la commission scolaire
Éléments à améliorer pour la région	Renforcement soutenu de la direction afin d'établir un plan de relève pour remplacer les personnes qui partent ou prennent leur retraite.
Autres commentaires	

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.)

Le tableau suivant présente le plan de formation régional et interne et sa pertinence relativement aux priorités régionales et ministérielles, 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 éléments à améliorer.

Formation régionale et interne et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire à venir	<p>En 2019-2020, le personnel de la CSFTNO se concentrera sur la clarté et la cohérence organisationnelle. Les 28 et 29 août 2019, l'accent sera mis sur la préparation de l'année scolaire à venir. Nos activités porteront en partie sur les activités, mais surtout sur l'établissement d'attentes communes en littératie et en numératie, ainsi que sur l'amélioration des pratiques d'enseignement.</p> <p>En 2018-2019, nous avons établi un profil des élèves en fin d'études (PEFE). À l'avenir, nous présenterons et renforcerons les habiletés et les compétences que nous y avons établies. L'intention est d'établir des liens en offrant de nouveaux programmes ou en retouchant les programmes existants afin de permettre à nos élèves d'acquérir les habiletés, compétences et traits de caractère décrits dans notre profil des élèves en fin d'études.</p> <p>Notre formation régionale et interne est parfaitement harmonisée avec nos priorités régionales et celles du ministère de l'Éducation.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage de la formation régionale et interne axée sur les priorités régionales	100 %	100 %	
Pourcentage de la formation régionale et interne axée sur les priorités ministérielles	100 %	100 %	
Pourcentage des journées consacrées à l'administration qui servent à la formation en cours d'emploi	100 %	100 %	
Pourcentage du temps de RPE collaboratif consacré aux priorités régionales	100 %	100 %	
Points forts de la région	Ce temps est précieux. Nous faisons toujours affaire avec les mêmes experts-conseils, ce qui facilite le travail.		
Éléments à améliorer pour la région	Le modèle de CAP est en place en littératie. Notre prochain objectif est de créer le même modèle, ou un modèle semblable, pour la numératie.		
Autres commentaires			

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 les disciplines. 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 présente 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 éléments à améliorer.

Rôle du coordonnateur de la littératie régional et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire à venir	La CSFTNO a déjà un cadre régional de littératie. Le conseiller en alphabétisation dans chaque école continuera à collaborer avec les enseignants en leur proposant de l'aide pour la mise en œuvre de stratégies d'enseignement efficaces et pour garantir que le cadre régional de littératie est appliqué dans chaque classe. En matière de littératie dans les disciplines, chaque enseignant doit continuer à approfondir ses connaissances sur ces pratiques exemplaires. Nous pourrions, avec l'aide du MÉCF, offrir une forme de perfectionnement professionnel à nos enseignants, si les dates correspondent à notre calendrier.		
Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Nombre de rôles de coordonnateur de la littératie ou de l'enseignement pour l'année scolaire	1	1	Nous avons divisé le rôle en deux et chaque école a reçu 0,5 AP.
Plan d'action régional en littératie pour l'année scolaire	✓ Oui	✓ Oui	
Points forts de la région	Les deux enseignants qui jouaient ce rôle dans leur école étaient qualifiés et ont réalisé de beaux progrès auprès des enseignants, qui se sont montrés ouverts à ce modèle d'encadrement.		
Éléments à améliorer pour la région	Il est difficile pour un enseignant d'enseigner tout en faisant du mentorat. De plus, un temps précieux que ces enseignants auraient pu passer à l'école a été perdu en raison de certains facteurs, ce qui a aussi atténué les répercussions positives espérées.		
Autres commentaires	Pour l'année 2020-2021, le coordonnateur de la littératie et de l'enseignement occupera un poste à la commission scolaire. Il pourra donc se consacrer exclusivement à ce rôle.		

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.

Le tableau suivant établit la pertinence du programme relativement aux priorités et stratégies régionales; il présente 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 éléments à améliorer.

<p>Pertinence du programme Bien se nourrir pour mieux apprendre relativement aux priorités et stratégies régionales pour la mise en œuvre du programme</p>	<p>En veillant à ce que chaque élève commence bien sa journée, déjeune, ait des collations saines et un repas du midi, on s'assure qu'il est prêt et disposé à apprendre. Nos écoles n'offrent pas de programme de déjeuner complet, mais elles proposent chaque matin des collations aux élèves. Au cas par cas, nous nous assurons que les élèves qui ont des besoins plus grands ont accès à un repas plus complet. Le repas du midi est offert aux élèves dans le besoin. Plusieurs fois par année, des repas chauds sont servis, soit dans le cadre d'un projet de financement, soit comme façon de présenter un nouveau fruit ou légume. Des Aînés viennent aussi à l'école et cuisinent des plats traditionnels comme du poisson ou un ragoût d'orignal, de la bannique ou des muffins aux petits fruits.</p>
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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 %	100 %	
Pourcentage d'écoles suivant les programmes et lignes directrices régionaux, le cas échéant	100 %	100 %	
Points forts de la région	Différentes sources de financement autres que le programme Bien se nourrir pour mieux apprendre (Food First Foundation, campagne « Dites non aux boissons gazeuses », subvention aux programmes de nutrition en milieu scolaire, collations pour le programme d'activités après l'école, etc.)		
Éléments à améliorer pour la région	Nous aimerions offrir un programme de déjeuner complet à nos élèves, mais nous n'avons pas encore les ressources nécessaires.		

Autres commentaires	
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Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type de programmes alimentaires offerts dans chaque école. <i>(déjeuner, dîner, collations, colis réconfort, armoire libre-service, etc.)</i>	ÉASC	Armoire libre-service Assiettes ou bols de collation Colis réconfort	<p>Service de collations au primaire et au secondaire</p> <p>Collations santé</p> <p>Programme « Dites non aux boissons gazeuses »</p> <p>Les cours de cuisine ont été très populaires.</p> <p>Service de repas cuisinés par les élèves</p> <p>On a fait des biscuits, des muffins.</p> <p>Nous avons également servi des dîners à certains élèves qui n'avaient</p>	

			pas de repas. Nous avons fait des déjeuners au secondaire, mais pas à chaque mois comme on le faisait avant.	
	ÉB	Armoire libre-service Assiettes ou bols de collation Colis réconfort	Armoire libre-service Assiettes ou bols de collation Colis réconfort	Nous offrons aussi des dîners pour dépanner les élèves dans le besoin.
Nombre total de jours et de mois pendant lesquels le programme est offert dans chaque école	ÉASC	5 jours/ 10 mois	5 jours/ 10 mois	Arrêt – COVID-19
	ÉB	5 jours/ 10 mois	5 jours/ 10 mois	Fermeture des écoles à cause de la pandémie de COVID-19.
Nombre total approximatif d'enfants et de jeunes servis chaque jour	ÉASC	Accès à 100 %	Accès à 100 %	
	ÉB	Accès à 100 %	Accès à 100 %	

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).

Le tableau suivant résume la proposition de projet d'IRS; il présente 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, les points forts et les éléments à améliorer.

Résumé de la proposition de projet d'IRS	Nous nous concentrerons ici aussi sur nos communautés d'apprentissage professionnelles. Nous avons élaboré quatre séquences d'enseignement et d'apprentissage et avons rassemblé toutes les ressources pertinentes pour chaque niveau, de la prématernelle à la 8 ^e année. Chaque séquence d'apprentissage comporte trois volets : la lecture, l'écriture et la grammaire. Nous continuerons à collaborer avec notre facilitateur de Solution Tree par Internet; il continuera à travailler avec nos mentors en littératie pour ajouter les éléments d'écriture et de grammaire à nos deux dernières séquences d'apprentissage. Nous avons remarqué des améliorations importantes dans ce domaine, ce qui a également un effet positif dans toutes les autres matières.
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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	100 %	100 %	Nous avons modifié l'objectif de notre projet d'IRS, car notre facilitateur n'était pas disponible. Nous avons donc réorienté le projet de la littératie vers la numératie.
Pourcentage du personnel de soutien de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	100 %	100 %	Nous avons modifié l'objectif de notre projet d'IRS, car notre facilitateur n'était pas disponible. Nous avons donc réorienté le projet de la littératie vers la numératie.
Points forts	Nous avons finalement trouvé un facilitateur, qui a commencé à travailler avec notre personnel en août 2019. Grâce à ces conseils, nous avons évalué notre cadre actuel sur l'enseignement de la numératie et apporté des ajustements aux apprentissages essentiels cernés, aux outils diagnostiques et aux évaluations de fin d'unité		

	pour les élèves de la 1 ^{re} à la 3 ^e année, ainsi que pour certains modules de 4 ^e année. Ce travail a permis de clarifier le cadre.
Domaines de développement	Malgré tout le travail effectué sur le cadre et les différentes composantes du programme, le projet n'a pas pu être mené jusqu'au bout, en partie parce que les enseignants de certains niveaux scolaires étaient absents lors des journées spécialement consacrées à ce travail à cause de situations particulières, et en partie à cause de la COVID-19. Nous avons pu nous rattraper en mai et en juin, et nous avons fait des progrès, sauf pour la 5 ^e et la 6 ^e année. Nous devons compléter cette démarche et modifier les outils. Ces modifications ont été apportées durant l'été.
Autres commentaires	Le projet d'IRS se poursuivra en 2020 jusqu'en 2022, puisque nous allons faire le même travail pour la 5 ^e et la 6 ^e année et ajouter les mêmes éléments pour la 7 ^e et la 8 ^e année. Enfin, nous ajouterons la 9 ^e année, l'idée étant de créer un programme de numératie complet qui définira la vision de notre district; tous les nouveaux enseignants arrivant dans notre district scolaire devront absolument l'adopter et le mettre en pratique (VAE – vision, alignement et exécution).

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 :

2019-2020	2020-2021	2021-2022
ASCT YK1 ÉCY ASDD ASDN	CSDBD CSDSS	CSFTNO CSDD CSDS

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 éléments 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 %	100 %	
Pourcentage d'écoles qui passent en revue leur plan de sécurité avec le personnel au début de l'année scolaire	100 %	100 %	
Points forts de la région	Toutes les écoles ont un plan de sécurité.		
Éléments à améliorer pour la région	M. Hughes a reçu tous nos plans, qu'il a analysés. Il a ensuite tenté de prendre contact avec nos directeurs et moi-même pour nous transmettre ses conclusions, mais il n'a pas pu le faire à cause de la COVID-19. De plus, le plan de continuité des apprentissages occupait alors toute notre attention.		
Autres commentaires	Les commentaires de M. Hughes nous seront extrêmement utiles, car nous pensons que nos plans ont besoin d'être améliorés. Nous allons communiquer avec lui.		

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

Le tableau suivant décrit l'approche régionale pour l'intégration de programmes visant à promouvoir les relations saines fondés sur les données probantes; 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 éléments à améliorer.

<p>Approche régionale pour l'intégration de programmes visant à promouvoir les relations saines fondés sur les données probantes</p>	<p>La CSFTNO utilise depuis quelques années <i>Vers le Pacifique</i> de la maternelle à la 6^e année, et plus récemment de la prématernelle à la 6^e année. L'année prochaine, nous continuerons à utiliser ce programme axé sur la résolution de conflits; il intègre aussi des éléments qui encouragent les relations saines.</p> <p>De la 7^e à la 9^e année, nous introduirons le programme Quatrième R, qui complète le programme d'éducation physique et santé.</p> <p>De la 10^e à la 12^e année, nous introduirons le programme Quatrième R sur les relations saines Plus.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Nombre d'écoles offrant le programme DIRE de la prématernelle à la 3 ^e année	0 %	0 %	Les écoles de la CSFTNO offrent le programme <i>Vers le Pacifique</i> .
Nombre d'écoles offrant le programme MENTOR de la 4 ^e à la 6 ^e année	0 %	0 %	Les écoles de la CSFTNO offrent le programme <i>Vers le Pacifique</i> .
Nombre d'écoles offrant le programme Quatrième R de la 7 ^e à la 9 ^e année	100 %	100 %	

Nombre d'écoles offrant le programme Quatrième R sur les relations saines Plus en 10 ^e et en 11 ^e année	100 %	100 %	
Points forts de la région	Certaines stratégies pédagogiques présentées dans <i>Vers le Pacifique</i> ressemblent aux enseignements et pratiques exemplaires des Autochtones, par exemple le cercle de partage.		
Éléments à améliorer pour la région	Nous avons besoin de formation continue, étant donné que le roulement de personnel demeure élevé. Des séances de formation ont eu lieu en août 2020.		
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Programmes de promotion des relations saines qui se fondent sur les données probantes, y compris DIRE, MENTOR, Quatrième R et Quatrième R Plus, et les différents niveaux scolaires (le cas échéant)	ÉASC	<i>Vers le Pacifique</i> Prémater-nelle à 6 ^e année	Partiel	Nous avons fait <i>Vers le Pacifique</i> , mais à divers degrés, car le roulement de personnel nous pose des défis pour mettre tout le monde à jour.
	ÉB	<i>Vers le Pacifique</i> Prémater-nelle à 6 ^e année	Une classe sur quatre a mis en œuvre le programme en entier et trois classes sur quatre l'ont fait en partie.	Un seul de nos enseignants a reçu la formation pour ce programme il y a trois ans.

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 et la fréquence d'enseignement en LS.

Nom de l'école	Langue d'enseignement de la LS <i>(chipewyan, cri, anglais, français, gwich'in, inuinnaqtun, inuktitut, inuvialuktun, esclave du Nord, esclave du Sud ou th̄ch̄o)</i>	Type d'enseignement en LS <i>(programme élémentaire, intensif ou immersion)</i>	Niveaux	Fréquence du cours de LS <i>(minutes par semaine)</i>	Fréquence réelle du cours de LS <i>(minutes par semaine)</i>	Explication de l'écart <i>(le cas échéant)</i>
ÉASC	Anglais	Régulier	3 ^e à 12 ^e année	3 ^e à 9 ^e année 160 min. 10 ^e à 12 ^e année 200 min	3 ^e à 9 ^e année 160 min. 10 ^e à 12 ^e année 200 min	Nous n'enseignons pas l'anglais langue seconde, mais l'anglais langue première. Nous devons toutefois faire des ajustements pour plusieurs élèves qui ont été très peu exposés à l'anglais et leur programme dépend beaucoup de leur niveau scolaire à leur entrée à l'ÉASC.
ÉB	Anglais	Régulier	3 ^e à 12 ^e année	3 ^e à 9 ^e année 160 min.	3 ^e à 6 ^e année : 180 min par	Nous n'enseignons pas l'anglais

				10 ^e à 12 ^e année 200 min	semaine; 7 ^e et 8 ^e année : 272 min par semaine; 9 ^e à 12 ^e année : 317 min par semaine (1 semestre seulement)	langue seconde, mais plutôt le programme d'anglais langue première. Les changements correspon- dent aux exigences du manuel scolaire des TNO (NWT School Handbook).
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3. Intégration scolaire

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

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		1,0	

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)
ÉASC	1,09	1,09		1,00	La différence de financement n'est pas suffisante pour augmenter le nombre d'AP.
ÉB	1,00	1,00		1,00	
Total	2,09	2,09		2,00	

Conseillers en bien-être

Le conseiller en mieux-être est un professionnel formé et agréé qui offre de l'aide sur le plan de la santé mentale, du comportement ou du soutien émotionnel aux personnes qui en ont besoin.

Le tableau suivant indique le nombre total de conseillers en mieux-être alloués, prévus et réels en poste pour offrir de l'aide sur le plan de la santé mentale, du comportement ou du soutien émotionnel aux personnes qui en ont besoin; 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)
ÉASC	0,25	0,25		0,25	Lié à un salaire d'enseignant au secondaire; temps de counseling prévu dans son horaire.
ÉB	0,25	0,25		0,25	Lié à un salaire d'enseignant au secondaire; temps de counseling prévu dans son horaire.
Total	0,50	0,50		0,50	

**Veuillez noter que les régions suivantes ne reçoivent pas ce financement, étant donné qu'elles reçoivent les services de l'initiative lancée par les conseillers en soins à l'enfance et n'ont donc pas besoin de présenter un rapport dans cette section : CSDBD, CSDD, CSDS et ASCT.*

Aide-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'aide-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.

Collectivité	Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
Yellowknife	2,02	2,00		2,00	
Hay River	1,45	1,00	Il est difficile d'embauche un aide-enseignant à 0,45 AP. Nous allons examiner les besoins au début de l'année scolaire et réévaluer la situation.	1,40	Nous avons procédé à un ajustement et ajouté un aide-enseignant à 0,40 AP en cours d'année scolaire.
Total	3,46	3,00		3,40	

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)
22 376 \$	22 376 \$	18 969 \$	3 407 \$	La différence a été reportée à l’année scolaire 2020-2021.

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?
Stratégies d’intégration scolaire pour les aides-enseignants	Aide-enseignant	Explorer des techniques ou stratégies reconnues efficaces pour appuyer les jeunes en difficulté à l’école	Edmonton Calgary Février 2020	Oui	
Services d’orthophonie Stratégies de développement du langage pour enseignants et aides-enseignants	Enseignant de soutien aux programmes Enseignants Aide-enseignants	Favoriser le développement du langage oral	Décembre 2019 et mai 2020	Oui	Mai – Annulation (COVID-19)
Formation sur	Enseignant de	Formation sur	Août 2019	Oui	

Tienet pour nouveaux enseignants	soutien aux programmes Enseignants Aide-enseignants	Tienet pour les nouveaux enseignants et révision pour les autres Rédaction et mise en œuvre de plans de soutien			
Soutien à l'intégration scolaire à Hay River par le coordonnateur régional de l'intégration scolaire	Directeur, nouveaux enseignants et aide-enseignants	Visite du coordonnateur régional de l'intégration scolaire à l'École Boréale pour rencontrer et aider le personnel pour ce qui touche les questions d'intégration scolaire	8 visites au cours de l'année scolaire 2019-2020	Non, seulement 5 visites	3 visites annulées (COVID-19)
Formation sur les technologies d'assistance au besoin	Enseignants et aide-enseignants	Mise à jour sur les nouvelles technologies pour les enseignants. Formation sur les nouveaux logiciels ou les nouveaux outils en ligne	Visites au besoin	Oui	

Le tableau suivant détaille l'approche régionale du perfectionnement professionnel en intégration scolaire, ainsi que la concordance du plan avec les priorités régionales et ministérielles; 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 éléments à améliorer.

<p>Approche régionale du perfectionnement professionnel de l'intégration scolaire et concordance avec les priorités régionales et ministérielles pour l'année scolaire</p>	<ul style="list-style-type: none"> ● Formation en août au besoin pour mieux maîtriser la plateforme Tienet. ● Formation en août pour donner de l'information au personnel sur la préparation et la mise en œuvre des plans de soutien et des plans d'enseignement individualisé (PEI). ● Formation pour approfondir les connaissances sur l'autorégulation. ● Offrir de la formation pour approfondir les connaissances sur les réactions aux interventions.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart <i>(le cas échéant)</i>
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 %		Seulement certains enseignants ont besoin de cette formation chaque année.
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 %	100 %	
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur l'utilisation de stratégies flexibles	100 %	50 %	La majorité des formations données dans nos écoles en ce qui a trait à l'inclusion scolaire se fait avec les nouveaux enseignants. Cette année, nous avons un gros roulement de personnel et nous avons jugé primordial de passer plus de temps avec les nouveaux enseignants afin de les informer des priorités en inclusion scolaire aux TNO. Dans les faits, cela veut dire que les ESP et le RISC passent plus de temps à former et modeler les stratégies d'enseignement flexibles avec les nouveaux enseignants.
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur le processus de l'équipe de soutien	100 %	100 %	

scolaire			
Pourcentage de directeurs ayant reçu pendant l'année une formation sur leur rôle de leadership dans une perspective d'intégration scolaire	100 %	100 %	
Pourcentage d'aides-enseignants ayant reçu pendant l'année une formation sur l'intégration scolaire	100 %	100 %	
Pourcentage d'enseignants responsables du programme de soutien ayant reçu pendant l'année une formation sur l'intégration scolaire	100 %	100 %	
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur les technologies d'assistance	100 %	50 %	Plusieurs de nos enseignants font partie de nos équipes-écoles depuis plusieurs années et connaissent bien les technologies d'assistance que nous utilisons. Comme nous travaillons en français, nous utilisons un nombre restreint de logiciels et d'outils technologiques. Nos enseignants d'expérience les connaissent assez bien et sont capables de former leurs collègues. Ceux-ci ne reçoivent donc pas de formation directe chaque année. Nous mettons l'emphase sur les nouveaux enseignants et c'est pourquoi nous n'avons pas atteint le 100 %.
Points forts de la région	Les nouveaux liens qui ont été développés avec des professionnels de la santé du Yukon et de l'Alberta en orthophonie et en ergothérapie. La formation pour l'utilisation des nouveaux outils d'évaluation qui sont disponibles pour les classes de prématernelle et maternelle – Évaluation de la petite enfance.		
Éléments à améliorer pour la région	Développer un modèle de formation professionnelle en inclusion scolaire dans lequel des formations en inclusion scolaire seraient données ponctuellement		

	dans l'année aux nouveaux enseignants qui travaillent dans nos écoles.
Autres commentaires / demandes de soutien pour la région	

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
Melissa Croskery	Ergo-thérapeute - autorégulation	Formation pour les nouveaux enseignants	ÉB ÉASC	2 semaines	20 000 \$

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)
28 694 \$	14 766 \$	Achats importants	Une somme de 13 928 \$ a été reportée à l'année 2020-2021.
	241,45 \$	Compte Educatout – activités et outils en ligne sur l'éducation inclusive	
	1 587,00 \$	Système d'amplification sonore pour la classe – Micro à écran tactile Roger ^{MC} et champ sonore Roger ^{MC}	
	295,31 \$	Raz Kids – logiciel de lecture en ligne	
	760,00 \$	Netmaths – ressources et logiciel de mathématiques en ligne	
	179,40 \$ (14,95 \$ x 12 mois)	Livre audio book – Compte Audible	
	643,13 \$	Applications de lecture et d'écriture (Read and Write) de Google – Saisie vocale (Speech to Text) et d'autres encore	
	135,19 \$	Rosetta Stone – Logiciel d'apprentissage des langues	

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)
ÉASC	17 948 \$	19 881 \$	Écart dû au pourcentage d'allocation et de salaire.	20 449 \$	Lié à un salaire d'enseignant au secondaire; temps de counseling prévu dans son horaire.
ÉB	16 982 \$	15 027 \$	Écart dû au pourcentage d'allocation et de salaire.	16 696 \$	Lié à un salaire d'enseignant au secondaire; temps de counseling prévu dans son horaire.
Total	34 930 \$	34 908 \$		35 145 \$	

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).

Le tableau suivant détaille l'approche régionale visant à harmoniser le soutien aux élèves avec les objectifs énoncés dans leur PSÉ ou PEI; 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 éléments à améliorer.

<p>Approche régionale visant à harmoniser le soutien aux élèves avec les objectifs énoncés dans le PSÉ ou le PEI</p>	<ul style="list-style-type: none"> ● 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. Faire des ajustements, des ajouts ou des suppressions au besoin. ● 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.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage de PSÉ et de PEI qui seront finalisés dans Tienet avant le 30 novembre de la prochaine année scolaire	100 %	100 %	
Pourcentage de PEI à revoir et réviser (si nécessaire) à chaque période de production de rapports	100 %	100 %	
Pourcentage d'enseignants qui mettent en œuvre toutes les mesures décrites dans le PSÉ ou PEI avant la première période de production de rapports	80 %	80 %	
Nombre d'élèves incapables d'intégrer le cadre d'apprentissage commun de la	0	0	

collectivité où ils résident			
Pourcentage d'enseignants utilisant les profils de classes (évaluations des classes) dans leur planification de cours	100 %	50 %	Les nouveaux enseignants qui n'ont pas les connaissances liées à ce concept et qui doivent prioriser d'autres aspects de l'enseignement avant de s'attaquer aux profils de classes.
Pourcentage d'écoles utilisant des plans de leçon adaptés qui tiennent compte des exigences des PSÉ et PEI	100 %	100 %	
Nombre d'élèves en situation de résidence temporaire ou confinés à domicile à qui sont offerts des programmes d'éducation	0	0	
Nombre de fois par mois où le coordonnateur régional de l'intégration scolaire communique avec l'ERPS par téléphone ou vidéoconférence	4	4	
Nombre de fois par an où le coordonnateur régional de l'intégration scolaire rencontre l'ERPS en personne	10	10	
Points forts de la région	Contacts réguliers entre les ESP et le RISC. Équipe de travail efficace, formation de base des ESP et du RISC; tout cela facilite le travail en inclusion scolaire, car les membres de l'équipe ont des conversations professionnelles qui s'attaquent à l'essentiel des problématiques rencontrées.		
Éléments à améliorer pour la région	Créer plus d'occasions de formation professionnelle organisées en concertation entre les ESP et le RISC. Les savoirs et compétences des ESP et du RISC doivent être partagés plus efficacement et de manière ponctuelle chaque année.		
Autres commentaires			

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 éléments à améliorer.

Approche régionale permettant aux directeurs de créer des conditions favorables pour aider les enseignants à utiliser des stratégies pédagogiques flexibles	Le directeur de chaque école aidera les enseignants et les aides-enseignants à trouver le temps d'intégrer des stratégies pédagogiques flexibles. Il devra prévoir et allouer les ressources en fonction des besoins et organiser des activités de perfectionnement professionnel avec l'aide du coordonnateur régional de l'intégration scolaire.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'enseignants qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes	100 %	100 %	
Pourcentage d'adjoints de soutien qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes	100 %	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 %	100 %	
Pourcentage de titulaires de classe qui pourront voir l'enseignant de soutien aux programmes au moins une fois par mois	100 %	100 %	
Pourcentage d'adjoints de soutien qui pourront voir l'enseignant de soutien aux programmes au moins une fois par mois	100 %	100 %	
Pourcentage d'adjoints de soutien qui planifient des rencontres régulières avec le ou les enseignants avec qui ils travaillent	100 %	100 %	

Pourcentage d'écoles qui assurent un accès à des activités de programme appropriées utilisant des stratégies pédagogiques flexibles	100 %	100 %	
Pourcentage d'écoles ayant un processus juste visant à donner un accès équitable aux activités parascolaires	100 %	100 %	
Points forts de la région	Des équipes-écoles proactives qui cherchent constamment à s'améliorer. Une ouverture face aux changements et appropriation de nouvelles stratégies d'enseignement. Un horaire de collaboration établi lors de la rentrée scolaire afin de cibler les besoins des enseignants.		
Éléments à améliorer pour la région	Peaufiner les horaires de collaboration ou les revoir plusieurs fois dans l'année afin d'obtenir un partage vraiment équitable pour tous les enseignants. Ajouter du temps avec les adjoints de classe pour fixer des objectifs de travail précis avec les élèves. Faire des rencontres hebdomadaires pour assurer un suivi étroit. Faire des formations avec les aides et les enseignants afin que tous parlent le même langage.		
Autres commentaires			

Équipe de soutien scolaire

L'équipe de soutien scolaire, chapeauté par le directeur, aide les titulaires de classe à concevoir et mettre en œuvre des stratégies d'enseignement et de gestion, des plans de soutien à l'élève ou des plans d'enseignement individualisé, et à coordonner les ressources d'aide destinées aux élèves.

L'équipe élabore également des stratégies pour aider les enseignants titulaires à combler les besoins des élèves et à réduire leurs difficultés d'apprentissage; à résoudre des problèmes précis; à traiter des enjeux systémiques ainsi que des enjeux propres à un enseignant ou à un élève; et à tenir des dossiers conformément aux exigences de production de rapports. Idéalement, l'équipe de soutien scolaire doit se réunir régulièrement (habituellement toutes les semaines) et conserver un compte rendu écrit de ses réunions.

Le tableau suivant détaille 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; 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 éléments à améliorer.

<p>Approche régionale permettant de s'assurer que l'équipe de soutien scolaire en place dans chaque école intervienne de manière efficace conformément à la directive</p>	<ul style="list-style-type: none"> ● Le coordonnateur régional à l'intégration scolaire offre en août 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.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles qui disposent d'une équipe de soutien scolaire fonctionnelle à la fin de la première semaine de cours	100 %	100 %	
Pourcentage d'enseignants qui savent comment avoir accès aux services de l'équipe de soutien scolaire	100 %	75 %	Nouveaux enseignants ou enseignants qui n'ont pas l'habitude de demander de l'aide.
Pourcentage d'écoles qui utilisent un processus de recommandation pour informer l'équipe de soutien scolaire des besoins particuliers des élèves.	100 %	100 %	
Pourcentage des écoles qui conservent une trace écrite des réunions de l'équipe de soutien scolaire	100 %	100 %	
Points forts de la région	Bonne collaboration des enseignants, on sent l'ouverture à faire ce genre de rencontres et on voit		

	qu'ils utilisaient les moyens/stratégies proposés à la suite des rencontres. Les enseignants et les directions sont impliqués dans le processus, puisqu'ils y sont habitués.
Éléments à améliorer pour la région	Meilleure communication avec la direction afin de s'assurer que tous comprennent l'obligation de fixer des rencontres. Expliquer le processus en début d'année ou présenter un exemple.
Autres commentaires	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Veuillez préciser la fréquence et la durée des rencontres prévues de l'équipe de soutien scolaire pour chaque école (<i>mois/minutes</i>)	ÉASC	1 fois par mois 2 heures (3 cas)	1 fois tous les 2 mois	Pour une de nos ESP, il y a eu l'appropriation d'un nouvel emploi aux TNO. En début d'année, il était difficile de respecter le nombre de rencontres; après, tout s'est réglé. Il y a eu 6 rencontres cette année.
	ÉB	1 fois par mois 2 heures (3 cas)	1 fois par mois 2 heures (3 cas)	

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.

Le tableau suivant détaille 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; 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 éléments 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	<ul style="list-style-type: none"> • Tous les plans, élaborés à partir des dossiers de l'année précédente, sont prêts en août avant le début des cours. • 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.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'enseignants préparant un PSÉ pour les élèves qui en ont besoin en consultation avec les parents	100 %	100 %	
Pourcentage d'enseignants préparant un PEI pour les élèves qui en ont besoin en consultation avec les parents	100 %	100 %	
Pourcentage des parents ayant la possibilité de participer à l'élaboration du PSÉ pour les élèves qui en ont besoin	100 %	100 %	
Pourcentage des parents participant à l'élaboration des PEI pour les élèves qui en ont besoin	100 %	100 %	
Pourcentage d'élèves participant à l'élaboration de leur PSÉ, lorsque nécessaire et pertinent	100 %	100 %	
Pourcentage d'élèves participant à l'élaboration de leur PEI, lorsque nécessaire et pertinent	100 %	100 %	

Points forts de la région	<p>Les plans sont personnalisés et ont été revus avec soins par tous les membres de l'équipe-école.</p> <p>Les enseignants sont très impliqués dans les plans de soutien des élèves et ils le respectent bien en salle de classe.</p>
Éléments à améliorer pour la région	<p>Les nouveaux enseignants devraient recevoir de la formation supplémentaire pour bien comprendre le but des plans et l'importance de garder ceux-ci vivants et actifs tout au long de l'année</p> <p>Continuer de travailler à l'amélioration et la révision des plans.</p> <p>Il est difficile pour certains enseignants (nouveaux) d'adapter leur enseignement en respectant le plan des élèves. Faire du modelage et continuer le travail de collaboration ESP/enseignant.</p>
Autres commentaires	

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 éléments à améliorer.

<p>Approche régionale permettant aux ERPS d'organiser le plus possible leur temps en fonction des priorités établies à cet égard</p>	<ul style="list-style-type: none"> ● Rencontre en personne au début de l'année avec tous les ERPS pour discuter des attentes quant à l'organisation du temps. ● Pour les nouveaux ERPS – formation supplémentaire en personne sur les attentes quant à l'organisation du temps dans les écoles des TNO. ● 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.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'ERPS qui consacrent effectivement 60 % de leur temps à des activités qui aident directement les enseignants	100 %	+ - 40 %	
Pourcentage d'ERPS qui consacrent effectivement 25 % de leur temps à des activités qui aident directement les élèves	100 %	+- 15 %	On aurait besoin de plus de temps en présence élève pour travailler individuellement avec eux.

Pourcentage d'ERPS qui ne consacrent pas plus de 15 % de leur temps aux tâches de planification et d'organisation	100 %	+ - 40 %	Cela dépend des périodes, mais en début d'année, on passe beaucoup de temps dans les dossiers, et après, on passe moins de temps du côté administratif.
Points forts de la région	Nos collègues de travail font preuve de souplesse et ils comprennent nos contraintes. Nous avons fait du décloisonnement en français et en mathématiques, ce qui a beaucoup aidé à gérer l'horaire de soutien pour les élèves en difficulté.		
Éléments à améliorer pour la région	Il faudrait revoir les pourcentages attribués au travail des ESP, qui sont parfois irréalistes par rapport aux besoins du terrain.		
Autres commentaires			

4. Éducation et langues autochtones

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

Coordonnateurs régionaux de l'éducation et des langues autochtones

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

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

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

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 s'emploient à créer un environnement accueillant en bâtissant la relation entre l'école et la communauté, en offrant de la formation aux enseignants et en adoptant une approche globale relative à l'utilisation des langues autochtones dans toute l'école (avec la présence d'Aînés dans les écoles et des journées d'orientation culturelle destinée aux enseignants, par exemple). La culture autochtone doit aussi être intégrée à l'éducation en adaptant l'enseignement, les pratiques d'apprentissage et le contenu des programmes d'enseignement aux cultures autochtones, et en offrant des expériences culturelles marquantes.

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)
ÉASC	30 300 \$	30 300 \$	De nombreuses dépenses pour 2019-2020 ont été placées dans cette ligne budgétaire.	32 189 \$	
ÉB	32 700 \$	32 700 \$	La différence sera reportée à l'année 2020-2021.	23 862 \$	
Total	63 000 \$	63 000 \$		56 051 \$	Une somme de 6 949 \$ a été reportée à l'année 2020-2021.

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 importe donc que le personnel de l'école fasse participer les parents et les membres de la collectivité à la planification et aux activités de l'école, et partage autant que possible les objectifs de l'école afin de créer un environnement invitant.

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 éléments à améliorer.

<p>Approche régionale visant à bâtir la relation entre l'école et la communauté, pour toutes les écoles</p>	<p>Les écoles de la CSFTNO ont établi des relations de travail avec la communauté autochtone locale. Nos écoles, situées dans deux communautés bien distinctes (Yellowknife et Hay River) entretiennent des relations de travail très différentes avec leurs groupes autochtones respectifs. À Yellowknife, l'ÉASC a établi une relation avec l'école Kalemi Dene. L'ÉASC participe également aux camps organisés par l'administration scolaire de district n° 1 de Yellowknife. À Hay River, l'ÉB a développé des liens avec la Première nation K'atlo'deeche et avec l'Alliance des Métis. Les ressources humaines accessibles sont beaucoup plus facilement disponibles à Hay River qu'à Yellowknife. La CSFTNO et ses écoles continueront à développer ces relations en 2019-2020 en communiquant avec le personnel des écoles Kalemi Dene et Kaw They Whee, ainsi que l'administration scolaire de district no 1 et les écoles catholiques de Yellowknife. À Hay River, la CSFTNO continuera de tendre la main à l'Alliance des Métis du Slave Sud, à la Première Nation K'atlo'deeche, ainsi qu'aux Aînés.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles ayant un comité sur l'éducation et les langues autochtones	100 %	100 %	
Pourcentage d'écoles ayant un programme de présence des aînés dans les écoles	100 %	100 %	
Pourcentage d'écoles organisant des rassemblements communautaires enracinés dans les cultures locales	100 %	100 %	

Points forts de la région				
Éléments à améliorer pour la région				
Autres commentaires				
Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type et fréquence de participation des aînés dans chaque école <i>(temps partiel, temps plein, projet ou événement particulier)</i>	ÉASC	Cuisine (une fois par mois), couture (quelques fois par an), projets d'arts (une fois par mois)	Fait la prière d'ouverture du 30 ^e avec un aîné Alice nous a appris à saluer en Déné le matin lors du message à l'intercom.	
	ÉB	- Cours de cuisine traditionnelle (une fois par mois) - Contes (une fois par mois) - Filetage de poissons (une fois par année) - Pêche sur glace (quelques fois par année)	Les aînés participent surtout à des activités et des projets particuliers : ateliers de danse et de jeux traditionnels, témoignages de survivants des pensionnats, ateliers de peinture. Shirley Lafferty est venue à l'école un matin par semaine pour des cours de cuisine (3 mois).	Le type d'activité peut varier d'une année à l'autre, selon les aînés et les personnes-ressources disponibles.

<p>Type d'activités offertes par le programme « Aînés dans les écoles » <i>(description/niveau)</i></p>	ÉASC	<p>- 1^{re} à 6^e année : un aîné sera invité pour parler des lois DÉNÉES.</p> <p>- Pour tous les niveaux jusqu'à la 12^e année : contes et fabrication de bijoux.</p>	<p>Alice a raconté des histoires aux enfants du primaire.</p> <p>Alice a chanté des chansons en prématernelle et maternelle.</p> <p>Alice est venue à l'école faire du perlage (ateliers) en 7^e et 8^e année.</p>	<p>Il a été difficile cette année de se joindre à YK1. J'ai demandé à participer à leurs sorties, mais ils n'avaient pas de place.</p>
	ÉB	<p>- Cours de cuisine pour les élèves de la fin du secondaire.</p> <p>- Pêche sur glace pour les élèves du primaire.</p> <p>- Contes pour les élèves de la prématernelle, de la maternelle et du primaire.</p>	<p>- Ateliers de danse traditionnelle (prématernelle / 8^e année)</p> <p>Cours de cuisine (prématernelle / 10^e année)</p> <p>- Présentations par des survivants des pensionnats autochtones (5^e à 12^e année)</p> <p>- Atelier de danse métisse offert par « Les Voyageurs » en octobre (prématernelle / 8^e année)</p> <p>- Atelier d'histoire des Métis avec Beverly Lambert en</p>	<p>Nous n'avons pas eu la possibilité d'organiser le voyage de pêche avec les élèves du primaire après la fermeture des écoles.</p>

			février (prématernelle / 8 ^e année) - Semaine d'ateliers de peinture avec John Rombough en février (prématernelle / 12 ^e année) - Cours de cuisine hebdomadaires avec Shirley Lafferty (prématernelle / 12 ^e année) Ateliers de jeux traditionnels en novembre (prématernelle / 8 ^e année)	
Type et fréquence des rassemblements réunissant les écoles et la communauté (soirées de jeux en famille, banquets, etc.) organisés pour renforcer les liens entre les écoles et la communauté	ÉASC	Danse, notamment une danse au son du tambour (une fois par année) Pièce de théâtre – thématique autochtone Souper spaghetti – avec bannique Lecture du soir en pyjama dans des tentes – choix de livres à thématiques autochtones	Danse au son du tambour Souper spaghetti 30 ^e Concert de Noël Dîner de Noël Soirée blanche avec les élèves du secondaire Petit spectacle de danse en début d'année/élèves du primaire	

			Rencontre à l'école après la parade de Noël, chocolat, musique	
	ÉB	<ul style="list-style-type: none"> - Soirée musicale une fois par année avec un invité spécial ou un aîné - Soirée de rencontre avec les enseignants une fois par année; invitation d'aînés Journée d'arts une fois par année où enseignent des aînés Jumelage parent / élève pour de la lecture une fois par mois – choix de livres à thématiques autochtones - Dîner de Noël une fois par année avec spécialités autochtones de la région 	<ul style="list-style-type: none"> - Soirée musicale en décembre - Soirée de rencontre avec les enseignants en septembre - Jumelage parent / élève pour de la lecture une fois par mois - Dîner de Noël à l'école avec les parents le 19 décembre Dîner avec les parents préparé par Shirley Lafferty et les élèves en octobre, décembre et mars Les élèves du secondaire ont préparé des desserts et servi un dîner de Noël aux aînés (5 décembre). 	À cause de la fermeture des écoles, nous n'avons pas pu réaliser toutes les activités prévues.

Consolider la formation des éducateurs du Nord

Consolider la formation des éducateurs du Nord 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.

Le tableau suivant détaille l'approche régionale mise de l'avant pour consolider la formation des éducateurs du Nord; 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 éléments à améliorer.

<p>Approche régionale pour consolider la formation des éducateurs du Nord, notamment le pourcentage d'enseignants ayant reçu une formation de sensibilisation à la réalité des pensionnats</p>	<p>100 % des membres du personnel assisteront à deux journées d'orientation culturelle; la première aura lieu au début de l'année scolaire et l'autre, en milieu d'année.</p> <p>13 des 22,5 membres du personnel de l'ÉASC ont déjà suivi la formation (Exercice des couvertures). 12 des 16 membres du personnel de l'ÉB ont déjà suivi la formation (Exercice des couvertures).</p> <p>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.</p> <p>La CSFTNO invite tous les nouveaux enseignants du Nord à prendre part à la Conférence pour enseignants nouvellement arrivés aux TNO en août 2019.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
<p>Type de rassemblements régionaux organisés pour consolider la formation des éducateurs du Nord, et pourcentage du personnel ayant participé (Journées d'orientation culturelle, ateliers et formation en cours d'emploi sur l'enseignement des langues et cultures autochtones, etc.)</p>	<p>Atelier de langues et cultures autochtones : 100 % Orientation culturelle : 100 %</p>	<p>Atelier de langues et cultures autochtones : 0 % (ÉB) Orientation culturelle : 100 %</p>	<p>L'ÉB n'a pas prévu d'atelier de langues et cultures autochtones cette année (il y en avait eu un en 2018-2019). La participation était de 84 % pour la première journée</p>

			d'orientation; la seconde a été annulée (0 %).
Pourcentage des écoles qui organisent des journées d'orientation culturelle pour les enseignants	100 %	50 % (ÉB)	Nous avons dû annuler la deuxième journée à l'ÉB (fermeture de l'école).
Type de formation de sensibilisation à la réalité des pensionnats offerte et nombre d'enseignants/membres du personnel qui y ont participé	Atelier sur l'enseignement des langues et cultures autochtones (exercice des couvertures) : Présentations des survivants des pensionnats autochtones devant les élèves et le personnel (4 membres du personnel)	Onze membres du personnel de l'ÉB ont assisté à la présentation des survivants des pensionnats.	Le personnel de l'ÉB a assisté à l'atelier sur les langues et cultures autochtones, ainsi qu'à l'exercice des couvertures l'an dernier (2018-2019).
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type d'activités et pourcentage du personnel de l'école ayant participé aux journées d'orientation culturelle organisées	ÉASC	Plan d'action de l'école : 100 % Exercice des couvertures Excursion en	Exercice des couvertures Excursion en canoë	

par l'école		canoë Activités dans la nature avec les aînés : 100 %	Aînés – tout a été organisé avec Cathy Alloolo Nous avons aussi travaillé avec le MÉCF pour développer notre Plan en matière de langues et cultures autochtones.	
	ÉB	Plan d'action de l'école : 100 % Évaluation du programme Dene Kede : 100 % Journée dans la nature avec des aînés : 100 %	Examen du programme Dene Kede (demi-journée) : 100 % Témoignage de survivants des pensionnats (demi-journée) : 69 % Journée dans la nature avec des aînés : 0 %	Certains membres du personnel ont eu accès à une clinique de premiers secours en santé mentale pendant les témoignages des survivants des pensionnats (ils avaient déjà pris part l'année précédente à une activité semblable). La fermeture des écoles a entraîné l'annulation de la journée en nature.
Nombre de personnes-ressources locales qui participent à la planification et au bon déroulement des journées d'orientation culturelle	ÉASC	3	3	
	ÉB	3	2	La fermeture des écoles a entraîné l'annulation de la deuxième journée.

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.

Le tableau suivant détaille l'approche régionale mise de l'avant pour faire participer toute l'école à l'usage des langues; 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 éléments à améliorer.

Approche régionale visant à faire participer toute l'école à l'usage des langues (requis 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 attiré aux langues et cultures autochtones au début de l'année scolaire afin de discuter de l'approche à privilégier dans nos écoles francophones et des mesures envisagées pour se conformer à cette directive d'ici 2021.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles avec des affiches en langue autochtone dans l'école	0 %	0 %	
Pourcentage d'écoles dotées d'initiatives pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	0 %	0 %	
Pourcentage d'écoles offrant des cours de langues autochtones et du soutien à tous les membres du personnel	0 %	0 %	
Pourcentage d'écoles organisant des activités et événements pour faire la promotion des langues autochtones et en favoriser l'usage et la valorisation	100 %	100 %	
Points forts de la région	Certaines activités linguistiques avec un aîné ont eu lieu pendant l'année scolaire.		
Éléments à améliorer pour la région	Actuellement, notre RILEC est située à Hay River. Le directeur de l'ÉASC coordonne ces activités. L'approche globale d'utilisation des langues dans toute l'école n'est pas encore mise en place. Nous devons assigner ce dossier à un membre du personnel et		

	prévoir du temps à son horaire pour qu'il puisse élaborer une approche globale d'intégration d'une troisième langue. Cette personne devra créer des liens avec les aînés de Yellowknife et des environs pour aider à enseigner la langue.
Autres commentaires	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Initiatives en place pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	ÉASC	Mur de mots en déné wiiliideh. Mot du mois déné wiiliideh.	Partiel Alice est venue dans les classes pour faire apprendre aux élèves certains mots de vocabulaire et leur montrer des chansons. Elle nous a appris des phrases d'usage courant et des expressions.	
	ÉB	- Mur de mots en déné zhatié Mot du mois déné wiiliideh.	Nous avons demandé aux élèves de 5 ^e et 6 ^e année de choisir, illustrer et partager le mot ou l'expression du mois en déné zhatié aux autres classes.	

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, spirales et expérientielles constitue le point de départ pour intégrer les concepts autochtones d'enseignement et d'apprentissage à tous les volets de l'éducation.

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

<p>Approche régionale visant à adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones (requis en 2021)</p>	<p>À l'heure actuelle, les autres priorités de la CSFTNO l'empêchent de se concentrer sur l'adaptation de l'enseignement et des pratiques d'apprentissage aux cultures autochtones. Nous sommes persuadés qu'en raison de la nature de la profession enseignante et des qualités souvent démontrées par le personnel des écoles, que les membres de notre personnel intègrent déjà les cultures autochtones dans leurs enseignements et pratiques d'apprentissage. Nous ne nous sommes tout simplement pas arrêtés à comment ils procèdent pour le faire. La CSFTNO demandera le soutien du personnel attiré aux langues et cultures autochtones afin de nous prêter main-forte dans ce dossier.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
<p>Objectifs de perfectionnement professionnel liés à l'adaptation de l'enseignement et des pratiques d'apprentissage aux cultures autochtones dans l'école</p>	<p>Formation en cours d'emploi sur les pratiques exemplaires pour trouver une manière d'intégrer la culture autochtone aux pratiques d'enseignement et</p>		<p>Écart à combler</p>

	d'apprentissage à l'environnement scolaire francophone.		
Pourcentage d'écoles prévoyant d'intégrer les façons de faire autochtones à l'enseignement et à l'apprentissage	100 %		
Points forts de la région			
Éléments à améliorer pour la région	Au fur et à mesure que l'équipe chargée des langues et des cultures autochtones du MÉCF élaborera la liste des pratiques d'enseignement et d'apprentissage autochtones, notre personnel sera ouvert à apprendre de nouvelles compétences dans ce domaine et à les perfectionner.		
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Enseignement et pratiques d'apprentissage autochtones mis de l'avant dans chaque école (spiralaire, holistique, expérientiel et relationnel)	ÉASC	Holistique : Cercle de partage - Cercle de coopération pour la résolution de problèmes.	Certains enseignants le font, mais les nouveaux membres du personnel doivent être formés.	À développer
	ÉB	Holistique : Cercle de partage - Cercle de coopération pour la	Il y a des cercles de partage dans la plupart des classes,	Moins de problèmes majeurs de discipline cette année.

		résolution de problèmes.	surtout au primaire et au début du secondaire.	
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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 éléments à améliorer.

Plan régional visant à adapter le contenu des programmes d'enseignement aux cultures autochtones (requis en 2021)	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. La CSFTNO connaît un roulement de personnel important. Nous devons réinvestir dans le perfectionnement professionnel pour nous assurer que les enseignants s'activent à mettre en œuvre le programme Dene Kede.
---	--

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Type d'actions prises pour s'assurer que les enseignants mettent en œuvre activement les programmes Dene Kede & Inuuqatigiit	Formation en cours d'emploi sur le programme Dene Kede au début de l'année	La formation en cours d'emploi a eu lieu.	
Pourcentage d'écoles s'activant à adapter à la culture autochtone le contenu des cours et le programme	100 %	100 %	
Points forts de la région			

Éléments à améliorer pour la région	
Autres commentaires	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Pourcentage d'enseignants s'activant à adapter à la culture autochtone le contenu des cours et le programme	ÉASC	100 %	100 %	Tous les enseignants ont assisté à la formation en cours d'emploi sur le programme Dene Kede au début de l'année scolaire.
	ÉB	100 %	100 %	Tous les enseignants ont assisté à la formation en cours d'emploi sur le programme Dene Kede au début de l'année scolaire.

Offrir des expériences culturelles essentielles

Offrir des expériences culturelles essentielles est 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 éléments à améliorer.

<p>Approche régionale visant à offrir des expériences culturelles essentielles</p>	<p>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.</p> <p>Le Camp annuel de leadership est notre principale activité. En 2019-2020, l'activité se déroulera à Yellowknife et s'adresse aux élèves de la 7^e à la 9^e année des deux écoles. Des Aînés spécialisés dans différents domaines y seront à l'honneur.</p> <p>D'autres camps culturels sont organisés pour les élèves de chaque niveau, par exemple :</p> <p>1^{re} année : Cueillette de petits fruits et activités connexes 2^e année : Camp sur le canard 3^e année : Traîneau à chiens 5^e année : Camp de canotage 8^e année : Camp de pêche</p>
--	--

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles proposant aux élèves des expériences culturelles essentielles en nature	100 %	100 %	
Pourcentage d'écoles faisant participer l'ensemble du personnel aux activités culturelles essentielles	100 %	100 %	
Points forts de la région			

Éléments à améliorer pour la région	Des activités ont été organisées, mais pas pour tous les niveaux. Comme je l'ai mentionné, je n'ai pas pu me jumeler à une école l'an dernier.
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Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Fréquence des expériences culturelles essentielles authentiques et pertinentes (Niveau scolaire/tous les jours, toutes les semaines, tous les mois, etc.)	ÉASC	mensuels	Partiel	Le canoë camping a été annulé à cause de la COVID-19.
	ÉB	Une fois par mois pour chaque niveau scolaire.	Une fois par trimestre pour chaque niveau	Le camp de piégeage d'hiver (2 ^e et 3 ^e année) a dû être annulé parce que les principaux organisateurs communautaires n'étaient pas disponibles. Puis, la fermeture des écoles a rendu impossible l'organisation de notre camp printanier sur le castor (5 ^e et 6 ^e année), de même que l'organisation du camp de canotage pour les élèves de la fin du secondaire. Le camp de pêche du printemps a aussi été annulé.
Types d'expériences culturelles essentielles offertes	ÉASC	Visites à l'école K'álemì Dene et vice versa, camps culturels organisés par l'administration scolaire de district n° 1 de Yellowknife et participation au	Camp de leadership pour les élèves de 7 ^e et 8 ^e année. Camps organisés pour les élèves du	Manque de communication avec YK1 pour organiser les camps.

		<p>Championnat de tir à l'arc des TNO</p>	<p>secondaire dans le cadre de l'échange : traîneaux à chien, pêche sur la glace, trappage</p> <p>Sorties au musée</p> <p>Les pistes d'animaux et leurs excréments</p> <p>Vitrine des animaux du Grand Nord</p> <p>Bricolage avec des éléments de la nature</p>	
	<p>ÉB</p>	<p>Visites à l'école Chief Sunrise et vice versa, camp de piégeage hivernal, camp printanier sur le castor, camp de pêche, programme et championnats de jeux traditionnels, cuisine traditionnelle, camp canoë, contes et histoires.</p>	<p>Camp d'automne : piégeage du castor, tannage de peau d'orignal, contes, séchage de poisson (7^e à 9^e année). Ateliers de jeux traditionnels : prématernelle à 8^e année. Camp de leadership à Yellowknife : (7^e et 8^e année). Cuisine</p>	<p>Les camps et les activités dans la nature varient d'une année à l'autre selon les aînés et les personnes-ressources disponibles. Nous avons aussi dû annuler notre camp pour les élèves du primaire dans les cabanes de la Première Nation K'atlo'deeche à cause de la fermeture des écoles (prématernelle à 3^e année).</p>

			traditionnelle (prémater- nelle à 10 ^e année)	
Pourcentage d'écoles où des citoyens qui ne font pas partie du personnel scolaire régulier participent aux expériences culturelles fondamentales organisées par les écoles		100 %	100 %	

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 au budget (\$)	Explication de l'écart (le cas échéant)	Réel (\$)	Projet (s) concerné (s)	Explication de l'écart (le cas échéant)
Yellowknife	14 024 \$	14 024		0 \$	S.O.	14 024 \$ - reporté en 2020-2021
Hay River	13 941 \$	13 941 \$		0 \$	S.O.	13 941 \$ - reporté en 2020-2021
Total	27 965 \$	27 965 \$		0 \$		27 965 \$ - reporté en 2020-2021

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 Réal
<u>FONDS DE FONCTIONNEMENT</u>			
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
<u>DÉPENSES</u>			
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*	189,652	0	0
EXCÉDENT (DÉFICIT) ACCUMULÉ À LA FERMETURE *	3,984	77,604	189,652

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

2. Conseil scolaire de division – Détail des dépenses

**Department of Education, Culture & Employment
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 langues autochtones							0
Personnel ressources 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							
Technologie 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

3. Intégration scolaire

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

4. Éducation et langues autochtones

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
<u>SALAIRES</u>				
Coord. régionaux langues/éducation autocht.	41,269			41,269
Enseignement des langues autochtones				0
Personnel ress. culturelles				0
Aînés à l'école	26,949			26,949
<u>AVANTAGES SOCIAUX</u>				
Avantages sociaux et primes pour employés				0
<u>SERVICES ACHETÉS/CONTRATS</u>				
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
<u>MATÉRIEL/FOURNITURE/TRANSPORT</u>				
Matériel	84,524			84,524
Fret				0
TOTAL	167,742	0	0	167,742

5. Années-personnes 2019-2020

**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**

	<u>Années-personne</u>
Personnel administratif	3.00
Écoles :	
Enseignants	24.51
Consultants	
Aides-enseignants	
Secrétaires	2.00
Préposés à l'entretien ménager	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 mieux-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	<u><u>41.40</u></u>

6. Excédent accumulé

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)
Annual Budget - Consolidated

	2020-2021 Budget	
<u>TOTAL DE L'EXCÉDENT ACCUMULÉ À L'OUVERTURE</u>	189,652	189,652
Solde d'ouverture : Investissement en immobilisations corporelle	0	
Moins : Amortissement (si négatif)	0	
Plus : Acquisitions d'immobilisations	0	
Plus : Remboursement du capital de débenture	0	
Solde de fermeture : Investissement en immobilisations corporelle	0	
Solde d'ouverture : Réserve DEL	0	
Transfert de (à) Excédent de fonctionnement	0	
Solde de fermeture : Réserve DEL	0	
<u>TOTAL DE L'EXCÉDENT ACCUMULÉ À LA FERMETURE</u>		3,984
EXCÉDENT ACCUMULÉ / DÉFICIT APPLICABLE À LA POLITIQUE		
	3,984	3,984
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 corporelle	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 du (au) fonds de l'excédent de fonctionnement	0	
Solde de fermeture : Fonds de réserve (investissements)	0	0

Annexe C : Rapport annuel – États financiers audités

Commission scolaire francophone des Territoires du Nord-Ouest**État de la situation financière**

Au 30 juin	2020	2019
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Actif

Encaisse (note 5)	1 514 581 \$	1 474 672 \$
Comptes débiteurs (note 9)	93 906	131 704
	1 608 487	1 606 376

Passif

Comptes créditeurs et charges à payer (note 11)	373 403	680 835
Passif au titre de la paie (note 11)	524 336	466 387
Remboursement au GTNO (note 12)	1 269 573	1 269 573
Revenus reportés (note 13)	132 315	3 500
Avantages sociaux futurs (note 19)	374 954	438 004
	2 674 581	2 858 299

Passif net	(1 066 094)	(1 251 923)
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Actif non financier

Charges payées d'avance (note 22)	11 544	7 721
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Déficit accumulé	(1 054 550) \$	(1 244 202) \$
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Attribuable :

Au déficit de fonctionnement	(1 054 550) \$	(1 244 202) \$
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Obligations contractuelles et éventualités (notes 24 et 25)**Approuvé au nom du conseil d'administration :**

_____, administrateur _____, administrateur

Commission scolaire francophone des Territoires du Nord-Ouest

État des résultats

Exercice se terminant le 30 juin	2020 Budget	2020 Réel	2019 Réel
Revenus			
Gouvernement des Territoires du Nord-Ouest			
Contributions régulières du MÉCF	4 785 571 \$	4 834 656 \$	4 494 258 \$
Cours de français	1 152 850	1 403 050	1 152 850
Autres contributions du MÉCF (note 32)	498 369	144 127	92 449
Total GTNO (MÉCF)	6 436 790	6 381 833	5 739 557
Autres contributions du GTNO (note 33)	-	44 111	40 711
Total GTNO	6 436 790	6 425 944	5 780 268
Gouvernement du Canada			
Principe de Jordan	-	231 220	156 209
Fonds générés par l'organisme scolaire			
Association des enseignants et enseignantes des Territoires du Nord-Ouest			
Contributions	-	12 237	24 397
Intérêts	25 000	32 000	32 050
Autres revenus	26 200	32 158	930
	51 200	76 395	57 377
	6 487 990	6 733 559	5 993 854
Dépenses (tableau 1)			
Administration	632 798	649 878	727 344
Programmes scolaires	4 300 211	4 613 500	4 011 034
Intégration scolaire	1 205 072	1 087 688	1 064 475
Fonctionnement et entretien	139 000	98 360	60 096
Langues autochtones	133 305	97 453	130 792
	6 410 386	6 546 879	5 993 741
Déficit de fonctionnement avant ajustements	77 604	186 680	113
Ajustements			
Recouvrement d'avantages sociaux futurs (note 19)	-	2 972	13 942
Subventions en nature – Actifs fournis gratuitement (note 23)	-	1 064 949	813 376
Loyer – Actifs fournis gratuitement (note 23)	-	(1 064 949)	(813 376)
Remboursement au GTNO (note 24)	-	-	(1 269 573)
Fonds spécial – Revenus d'activités de financement (note 5)	-	-	104 997
Fonds spécial – Dépenses d'activités de financement (note 5)	-	-	(111 227)
Déficit de fonctionnement ajusté	77 604	189 652	(1 261 748)
Excédent accumulé à l'ouverture	(1 244 202)	(1 244 202)	17 546
Déficit accumulé à la fermeture	(1 166 598) \$	(1 054 550) \$	(1 244 202) \$

Commission scolaire francophone des Territoires du Nord-Ouest

État de l'évolution des actifs financiers nets (passif)

Exercice se terminant le 30 juin	2020 Budget	2020 Réal	2019 Réal
Excédent (déficit) de fonctionnement ajusté	77 604 \$	189 652 \$	(1 261 748) \$
Utilisation (acquisition) de charges payées d'avance et de dépôts	-	(3 823)	2 700
Augmentation (diminution) des actifs financiers nets	77 604	185 829	(1 259 048)
Actifs financiers nets (passif) au début de l'exercice	(1 251 923)	(1 251 923)	7 125
Actifs financiers nets (passif) à la fin de l'exercice	(1 174 319) \$	(1 066 094) \$	(1 251 923) \$

Commission scolaire francophone Territoires du Nord-Ouest**Notes accompagnant les états financiers**

Au 30 juin 2020

Commission scolaire francophone des Territoires du Nord-Ouest**État des flux de trésorerie**

Exercice se terminant le 30 juin	2020	2019
Flux de trésorerie liés aux :		
Activités d'exploitation		
Excédent (déficit) de fonctionnement	189 652 \$	(1 261 748) \$
Variation des actifs et passifs hors trésorerie		
Diminution (augmentation) des comptes débiteurs	37 798	(15 133)
Diminution des comptes créditeurs et des charges à payer	(307 431)	(89 695)
Augmentation du passif au titre de la paie	57 949	40 692
Augmentation du remboursement au GTNO	-	1 269 573
Augmentation (diminution) des revenus reportés	128 815	(33 865)
Diminution des avantages sociaux futurs	(63 050)	(101 722)
Diminution (augmentation) des charges payées d'avance et dépôts	(3 824)	2 700
Augmentation (diminution) de l'encaisse	39 909	(189 198)
Encaisse au début de l'exercice	1 474 672	1 663 870
Encaisse à la fin de l'exercice	1 514 581 \$	1 474 672 \$

Autorisations

Plan de fonctionnement

Président de l'organisme scolaire

Directrice générale

Date

Date

Rapport annuel



Président de l'organisme scolaire



Directrice générale

Le 25 septembre 2020

Le 25 septembre 2020

Date

Date

Education Accountability Framework

Dettah District Education Authority

Annual Report

For the 2019-20 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district de Dettah

Rapport annuel

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Dettah District Education Authority's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

Regional Goals and Priorities with Alignment to Departmental Goals and Priorities

- Early Childhood Education & Family Support
 - Speech Language training and intervention for JK/K/PST/RISC
 - Continuation of Pregnant Family and New Baby Packages
 - Continuation of advocacy to Public Health for well-baby/child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics
- Academic Achievement
 - Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time
 - Increased opportunities for teachers to work in collaborative teams to plan and design units of study
 - Renewed focus on encouraging parents and community members to read with babies and children at home
 - Continued focus on problem solving in mathematics related to daily math journals and open-ended questions

Staff Wellness and Retention

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

Indigenous Languages and Education

- Indigenous Language Revitalization
 - Continuation of the development of “Frostbite Wiiliideh Word of the Day Films”
 - Continuation of the development of a “Whole School Approach” to learning Wiiliideh
 - Carefully move from offering 120 minutes to 150 minutes of Wiiliideh instruction per week during the second and third term of the year
- Indigenizing Education
 - Continuation of localizing the internal school building with natural and cultural elements
 - Increase of Wiiliideh signage throughout the building
 - Grow the Indigenous literature content in the school and classroom libraries

Inclusive Schooling

- Whole Child and Wrap Around Support Services
 - Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene
 - Continuation of supporting families before, during, and after medical appointments; including providing childcare and appointment reminders as possible
 - Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers
- Speech Language Development
 - Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students
 - Begin work with a private Speech Consultant to better support our in-school interventions
 - Begin training staff in different aspects of the Hanen speech programs

Mental Health and Healthy Relationship Focus

- Online WITS & LEADS Training (STIP DAY)
- ASIST /MHFA Training
- Crisis Response and Debrief Training

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Dettah pour l'année scolaire 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

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

- Éducation à la petite enfance et soutien aux familles
 - Offrir de la formation en orthophonie et intervention pour les enseignants de prématernelle et de maternelle, les enseignants responsables du programme de soutien et les coordonnateurs régionaux de l'intégration scolaire
 - Maintenir les programmes d'aide aux femmes enceintes et aux familles avec un nourrisson
 - Maintenir la promotion, auprès des organismes de santé publique, de l'importance des visites de suivi pour les bébés et les enfants, et des cliniques de vaccination dans les écoles, de même que des cliniques de vaccination contre le VPH
- Rendement scolaire
 - Bonifier le soutien aux enseignants pour l'adaptation de l'enseignement et la gestion des classes multi-âges et multi-niveaux pendant les heures consacrées au renforcement des pratiques d'enseignement (RPE)
 - Accroissement des possibilités, pour les enseignants, de faire partie d'équipes collaboratives pour planifier et concevoir des unités d'étude
 - Continuer d'insister sur l'importance d'encourager les parents et la communauté à faire la lecture aux bébés et aux enfants à la maison
 - Continuer d'insister sur la résolution de problèmes en mathématiques arrimés dans le quotidien et usant de questions à réponses ouvertes

Mieux-être et rétention du personnel

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

et les appels en lien avec le travail entre 18 h et 6 h et en se réservant du temps à passer en famille pendant la fin de semaine et les vacances, et veiller à ce que le personnel administratif donne l'exemple à cet égard

- Discuter des incidents critiques ou bouleversants en groupe

Éducation et langues autochtones

- Revitalisation des langues autochtones

- Poursuivre la production des films *Frostbite*, présentant le mot du jour en langue wilìideh
- Poursuivre le développement d'une approche permettant d'intégrer l'apprentissage du wilìideh à tous les aspects de la vie de l'école
- Passer progressivement de 120 à 150 minutes d'enseignement du wilìideh par semaine pendant le deuxième et le troisième semestre

- Éducation adaptée aux cultures autochtones

- Continuer à adapter l'intérieur de l'école pour y ajouter des éléments naturels et culturels
- Accroître l'affichage en wilìideh dans l'école
- Augmenter le nombre d'ouvrages littéraires autochtones dans les bibliothèques des classes et de l'école

Intégration scolaire

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

- Poursuivre l'initiative de « l'armoire à pharmacie » pour favoriser le bien-être et l'hygiène des élèves et des familles
- Continuer de soutenir les familles avant, pendant et après les rendez-vous médicaux, notamment en offrant des soins aux enfants et des rappels de rendez-vous lorsque c'est possible
- Maintenir la gratuité scolaire et s'assurer d'aplanir tous les obstacles financiers

- Jouer, apprendre et grandir...

- Continuer de travailler avec l'orthophoniste de l'Hôpital territorial Stanton et de tenir des séances hebdomadaires d'orthophonie par visioconférence pour les élèves admissibles
- Commencer à travailler avec un orthophoniste du secteur privé pour mieux soutenir les interventions en milieu scolaire
- Commencer à former le personnel dans différents volets des programmes de langage du Centre Hanen

Importance de la santé mentale et des relations saines

- Programme de formation en ligne DIRE MENTOR (journée de RPE)
- Premiers soins en santé mentale (PSSM) et Formation appliquée en techniques

d'intervention face au suicide (FATIS)

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

Annual Report - Executive Summary

The Dettah District Education Authority's Annual Report for the 2019-2020 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:

Kaw Tay Whee School and the Dettah District Education Authority strived to meet our goals and accountability as planned in our Approved Operating Plan for the 2019-2020 school year. The COVID-19 Global Pandemic provided some challenges as well as some opportunities to become more creative.

Successes:

- Increase in Indigenous Language instruction for every student
- Increase in mental health supports and use through NTCS
- Increase in teacher differentiation skillset
- Carefully planned, culturally relevant and Indigenized content in "at-home" paper learning packages during school closure
- School recognized with many awards for their films, and for the NAPEG Annual Bridge Building Competition
- Regular physically-distanced meetings with families and community members on the school playground during school closure to continue relationship building

Challenges:

- High level of non-returning staff for the 2020-2020 school year
- Regular access to Elders in the building throughout the school year for various reasons

Rapport annuel – Sommaire

Le rapport annuel de l'Administration scolaire de district de Dettah pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité aux directives sur l'éducation et de leur mise en œuvre des activités et initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

L'école Kaw Tay Whee et l'Administration scolaire du district de Dettah se sont efforcées d'atteindre les objectifs du plan opérationnel approuvé pour l'année 2019-2020, notamment en matière de reddition de compte. La pandémie a certes apporté son lot de difficultés, mais elle a également stimulé notre inventivité.

Réussites :

- Bonification de l'enseignement des langues autochtones pour tous les élèves
- Amélioration du soutien en santé mentale offert par l'intermédiaire de NTCS
- Amélioration des compétences des enseignants en matière de personnalisation de l'enseignement
- Ajout de contenu autochtone planifié avec soin et pertinent sur le plan culturel dans les dossiers papier pour l'« école à la maison » durant la période de fermeture
- Nombreux prix remis à l'école pour ses films et sa participation à la compétition annuelle de construction de ponts de la NAPEG
- Rencontres fréquentes avec les familles et les membres de la collectivité sur le terrain de jeu de l'école durant la période de fermeture (dans le respect des règles de distanciation)

Difficultés :

- Faible taux de rétention du personnel à l'approche de l'année 2020-2021
- Difficulté à rencontrer les Aînés à l'école durant l'année scolaire, pour différentes raisons

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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the 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.

The main objective of the DDEA is to work carefully with school team members and parents to ensure high quality educational opportunities are offered in the community from junior kindergarten to grade eight, and that students attending grades 9-12 in Yellowknife also have their educational needs met. For the second year, the DDEA supported the school team to continue to develop a small high school program for students in grade ten to twelve, targeting students who left school early, or did not earn credits. This program focused on personal and academic goals. For the program to further develop, we will continue to explore options to support the need for further mental health and addictions support services on site.

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

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

Current DDEA Members Elected in October 2018

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

Support Members for the DDEA Include

Metro Huculak – Superintendent of Yellowknife Educational District #1

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

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

Sally Ann Drygeese - Wiilideh Language Teacher

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

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

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

The member terms are as laid out in the Local Elections Authorities Act, and the DEA employs one person. All other staff are employed by Yellowknife Education District Number One. DEA members are required to be of legal voting age, and to live in Dettah for a period of one year prior to running

for a position. Members follow a three-year term, and are able to run as many times as they would like; provided that they meet the criteria mentioned above. Members are required to attend all meetings; and if not able to attend must call with regrets.

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

As the DEA is site-based-managed for funding, much of this day-to-day responsibility also belongs to the principal; in consultation with the DEA. The building is owned by the Government of the Northwest Territories therefore requiring frequent interactions with other levels of government, contractors, etc. is a part of this role as well. The principal also takes day-to-day responsibility for the bus contract, and acts as a liaison with visiting professional and contractors.

As the DEA contracts only superintendency services from YK1, in many cases, the principal is responsible for direct-correspondence on behalf of the DDEA; frequently completing reports and documents required by DEC's. Some examples of this would include The Accountability Framework/Operating Plan, the annual report, all budgets and financial reporting, the Safe Schools Plan, and the Inclusive Schooling Compliance Tool. This is important to note; as the principal also has teaching responsibilities and is responsible for completing tasks that are undertaken by entire district offices in other parts of the territory.

Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Orientation	DEA	Orientation to the roles and responsibilities of the DEA	Fall 2019	No	Was not offered.

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 Dates	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, Dettah	Yes; with the exception of April due to COVID-19 restrictions.	

School Profiles

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

Total Number of Schools in District	One	Total Anticipated Student Head Count	40
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School Name	Community	Grades Offered	Programming Highlights
Kaw Tay Whee School	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.

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.

Overview

All 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 2019-2020 school year. The DEA also contracts and funds a bus for students attending school in Yellowknife beginning in grade 9.

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

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

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

Two teachers were born in the NWT, an additional teacher grew up in the NWT, one teacher is from Ontario, and the remaining 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. 50% of our teaching staff have been employed at the school for eleven or more years, which has assisted with maintaining consistency in school climate, culture and programming.

Typically, the school recruits teachers within their first or second year in the teaching profession. This presents unique challenges and rewards. Coaching and supporting a teacher to learn how to plan for and effectively teach and manage a classroom with multiple grade levels is an extensive process. We have recently been challenged to retain newer teachers as there are many extra duties and responsibilities associated with a small community school. Additional 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.

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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

<p>Regional priorities and goals:</p>	<p>Vision Statement:</p> <p>“To create a safe learning environment where students can develop both academic and traditional skills as they become community leaders.”</p> <p>Mission Statement:</p> <p>“We believe in working together to create a thriving community through education, culture and pride.”</p> <p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <ul style="list-style-type: none"> - <u>Early Childhood Education & Family Support</u> <ul style="list-style-type: none"> • Speech Language training and intervention for JK/K/PST/RISC • Continuation of Pregnant Family and New Baby Packages • Continuation of advocacy to Public Health for well-baby/child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics - <u>Academic Achievement</u> <ul style="list-style-type: none"> • Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time • Increased opportunities for teachers to work in collaborative teams to plan and design units of study • Renewed focus on encouraging parents and community members to read with babies and children at home • Continued focus on problem solving in mathematics related to daily math journals and open-ended questions <p><u>Staff Wellness and Retention</u></p> <ul style="list-style-type: none"> • Ensure staff have access to EFAP and Starling Minds
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information and are reminded about access regularly throughout the year

- Encourage work-life balance through the avoidance of work email and contacts between the hours of 6pm and 6am; as well as setting aside family time during each weekend and holiday; and ensure that admin model these actions
- Ensure critical or upsetting incident debriefing as a group

Indigenous Languages and Education

- Indigenous Language Revitalization

- Continuation of the development of “Frostbite Wiiliideh Word of the Day Films”
- Continuation of the development of a “Whole School Approach” to learning Wiiliideh
- Carefully move from offering 120 minutes to 150 minutes of Wiiliideh instruction per week during the second and third term of the year

- Indigenizing Education

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

Inclusive Schooling

- Whole Child and Wrap Around Support Services

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

- Speech Language Development

- Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students
- Begin work with a private Speech Consultant to better support our in-school interventions

	<ul style="list-style-type: none"> • Begin training staff in different aspects of the Hanen speech programs <p><u>Mental Health and Healthy Relationship Focus</u></p> <ul style="list-style-type: none"> • Online WITS & LEADS Training (STIP DAY) • ASIST /MHFA Training • Crisis Response and Debrief Training
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Increase teacher ability to provide early intervention related to expressive and receptive language	JK-1, PST, RISC	Yes	
Increase teacher wellness and support to work with children and families impacted by trauma	100% of school team members	As possible	Planned training did not occur due to COVID, received strong supports from NCTS
Engage and employ a whole-school model of Indigenous language use	100% of school team members	100%	
Increase opportunities for teachers to plan in collaboration	100% of school team members	100%	
Areas of Strength for the region	Worked with a contracted Speech Pathologist to improve practice related to instruction of expressive and receptive language skill acquisition for youngest learners.		
Areas for Development for the region	Continue to work to improve teacher wellness and support.		
Additional Comments for the region			

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

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <p><u>Increase Parent & Guardian Awareness about the Importance of School Attendance</u></p> <ul style="list-style-type: none"> • Renew and refresh the On Time By Nine program • Renew and refresh the school alarm clock program • Include information about the impact of regular on-time school attendance in communique with families • Continue to support DEA members in working with families to support on-time and regular attendance <p>- <u>Early Childhood Education & Family Support</u></p> <ul style="list-style-type: none"> • Speech Language training and intervention for JK/K/PST/RISC • Continuation of Pregnant Family and New Baby Packages • Continuation of advocacy to Public Health for well-baby/child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics <p>- <u>Academic Achievement</u></p> <ul style="list-style-type: none"> • Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time • Increased opportunities for teachers to work in collaborative teams to plan and design units of study • Renewed focus on encouraging parents and community members to read with babies and children at home
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- Continued focus on problem solving in mathematics related to daily math journals and open-ended questions

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- Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year
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	<ul style="list-style-type: none"> • Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students • Begin work with a private Speech Consultant to better support our in-school interventions • Begin training staff in different aspects of the Hanen speech programs <p><u>Mental Health and Healthy Relationship Focus</u></p> <ul style="list-style-type: none"> • Online WITS & LEADS Training (STIP DAY) • ASIST /MHFA Training • Crisis Response and Debrief Training
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100	100	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100	100	
% of schools in the region for which School Improvement Plans are submitted.	100	100	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100 At a DEA meeting	100	
Areas of Strength for the region	Regional priorities align with ECE		
Areas for Development for the region			
Additional Comments for the region			

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 table details 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 .	We will plan for a year in advance, and will re-evaluate as going and needed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	0	Annual Review was not completed
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region			
Areas for Development for the region	Re-visit the annual review process at the conclusion of the global pandemic and subsequent measures.		
Additional Comments for the region			

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 table details 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 principal is responsible for staff evaluations and adheres to the requirements set forth by the department of Education, Culture and Employment. All teachers being evaluated during 18-19 school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	0	100	
Number of principal and assistant principals formally evaluated in the school year.	1	0	Evaluation was not completed by superintendent, though documentation was provided to the superintendent.
Number of Education Body School Support Consultants formally evaluated in the school year.	N/A	N/A	
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	N/A	N/A	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

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 table details the region's training and in-service plan, the relevance of the plan to regional and departmental priorities, 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 Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.	PD/STIP Planning		
	Date	Allocation	Description
	August 27, 2019	STIP	Teacher Directed
	August 28, 2019	PD	SSP/IEP Writing and Implementation <ul style="list-style-type: none"> - the use of flexible instructional strategies - small group teaching best-practices
	August 29, 2019	PD (ILC) Indigenizing Education	Whole-School Approach to Language Instruction & On the Land Key Cultural Teacher Experience
	August 30, 2019	PD	Differentiation & Planning & Safe Schools <ul style="list-style-type: none"> - UDL/Collaborative Long Range Planning - WITS & LEADS online training
	October 11, 2019	PD	School Wide Write Assessment Collaboration (Collaborative marking) and Supporting Speech Development <ul style="list-style-type: none"> - Expressive - Receptive - Whole school approach to fostering strong vocabulary
	November 1, 2019	STIP – Report Card Writing	Teacher Directed
	January 6, 2020	STIP	Collaborative Planning and Instructional Design/Assessment
	January 24, 2020	PD	ASIST Training
	February 14	STIP- Report Card Writing	Teacher Directed
April 14	STIP	Mental Health & STEAM Professional Conversations	

	May 8	PD - ILC	Staff On the Land Key Cultural Experience
	June 5	STIP- Report Card Writing	Teacher Directed
	School team members will also engage in personal professional development and coursework related to leadership, inclusive schooling, action research, and indigenizing education.		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100	100-as required	
% of Regional training and in-service focused on departmental priorities	100	100-as required	
% of administration days dedicated to training and in-service.	100	100-as required	
% of collaborative STIP time dedicated to regional priorities	100	100-as required	
Areas of Strength for the region	Collaboration and strong teamwork during the quick switch to remote learning.		
Areas for Development for the region			
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region's role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Should a .25 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.</p> <p>Literacy strategy includes guided reading, as well as assessment process, including school-wide writes, f&p, speech</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	.25	0	Did not occur.
Regional Literacy Action Plan in place for the school year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Plan was in place and being followed but was interrupted by the global pandemic.
Areas of Strength for the region	Strong guided reading program and team collaboration related to ELA assessments and best practices.		
Areas for Development for the region	Continue to work with JK/K children and families entering to strengthen expressive and receptive language skills		
Additional Comments for the region			

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>Our daily breakfast and hot lunch program is supported by teachers on their own time; including shopping for items, and often preparing food at home.</p> <p>Ensuring cost-free reliable access to fresh, nutritious and balanced food is critical to student wellness and learning.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100	100	
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100	N/A	
Areas of Strength for the region	Very successful, well-received, balanced daily hot lunch program with universal access.		
Areas for Development for the region	Find ways to offer a more substantial program as there are many COVID-19 related challenges.		
Additional Comments for the region			

School Specific Performance Indicators	School Planning	Achieved Results	Explanation for variance
<p>Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i></p>	<ul style="list-style-type: none"> • Breakfast • Lunch • Weekend food packs (as needed) • Emergency food fund for families/community members who take children in 	Achieved	
<p>Total number of days and months program is offered in each school.</p>	<p>Every school day during the school year; with food available during on-site SIP, STIP, and PD days, with stops in at the school throughout various school breaks</p>	<p>Achieved until school closure; then remaining budget for food programming was sent to the YKDFN Food Security program.</p>	
<p>Approximate Total Number of children and youth served each day.</p>	100%	100%	

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

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100	100	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100	100	
Areas of Strength for the region	Compliance with plan completion.		
Areas for Development for the region	Infrastructure challenges that have not been mitigated.		
Additional Comments for the region			

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

Regional approach to integration of evidence-based healthy relationship programming .	We use Second-Step, and the Mind Up Curriculum. We supplement these programs with teachings from the Dene Laws, and supplemental workshop-style sessions in collaboration with our public health nurse and NCTS provider. We will be adding in WITS and LEADS training.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	100	100	
Number of schools offering LEADS to grade 4-6 students.	100	100	
Number of schools offering the Fourth R to grade 7-9 students.	Unsure- depends on training availability	0	Timing and or lack of staffing and coverage made training not possible.
Number of schools offering HRPP to grade 10/11 students.	Unsure- depends on training availability	0	Timing and or lack of staffing and coverage made training not possible.
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School Target	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.	100	100 for JK-6	See above.

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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Th̄chq)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
Wiiliideh	core	Jk-9	120 + hours Wiiliideh special project time blocks (about 60min/month)	120 + hours Wiiliideh special project time blocks (about 60min/month)	

* One row per Language/per school

3. Inclusive Schooling

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

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	.50		.50	

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		1.0	

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	.25	We will try to find a contractor again next year.	0	NTCS

** Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.*

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)
0.56	100	(use of Jordan's Principle funding, if it is successfully rolled over to 2019-2020)	0	Carried forward; difficult to staff.

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)
\$6,868	\$15,000.00	Speech services- if contracted		

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 Training	100% of school staff	Mental Health first aid	As available	No	Staff tried to register, but classes were cancelled due to low enrolment.
ASIST Training	100% of school staff	Suicide prevention	As available	No	Staff tried to register, but classes were cancelled due to low enrolment.
Differentiation Strategies	100% of school staff	MAG & Inclusive learning environments/Unit design	STIP	Yes	
Hanen Speech Training	JK/K teacher + other staff	Expressive & receptive language	As available	No	Timing did not allow for it.

Private Speech Pathologist Modeling/Feedback/Strategizing on site	100% of school staff	Expressive & receptive language	As available	Yes	
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The following table details the region's approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental 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 departmental priorities, for the school year.	PD/STIP Planning		
	Date	Allocation	Description
	August 27, 2019	STIP	Teacher Directed
	August 28, 2019	PD	SSP/IEP Writing and Implementation <ul style="list-style-type: none"> - the use of flexible instructional strategies - small group teaching best-practices
	August 29, 2019	PD (ILC) Indigenizing Education	Whole-School Approach to Language Instruction & On the Land Key Cultural Teacher Experience
	August 30, 2019	PD	Differentiation & Planning & Safe Schools <ul style="list-style-type: none"> - UDL/Collaborative Long Range Planning - WITS & LEADS online training
	October 11, 2019	PD	School Wide Write Assessment Collaboration (Collaborative marking) and Supporting Speech Development <ul style="list-style-type: none"> - Expressive - Receptive - Whole school approach to fostering strong vocabulary
	November 1, 2019	STIP – Report Card Writing	Teacher Directed
	January 6, 2020	STIP	Collaborative Planning and Instructional Design/Assessment
	January 24, 2020	PD	ASIST Training
	February 14	STIP- Report Card Writing	Teacher Directed
	April 14	STIP	Mental Health & STEAM Professional Conversations

	May 8	PD - ILC	Staff On the Land Key Cultural Experience
	June 5	STIP- Report Card Writing	Teacher Directed

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	N/A	
% 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.	25	25	
Areas of Strength for the region			
Areas for Development for the region	Continuing to learn about how to best serve students in need of assistive technology on a case-by-case basis.		
Additional Comments/Requests for Support for the region			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Wendy MacDonald	Speech support	Need for stronger understanding of how to support expressive and receptive language skills.	Kaw Tay Whee School	unconfirmed	unconfirmed
Cascadia	Mental Health Case Consulting	Continued need for increased support	Kaw Tay Whee School	ongoing	unconfirmed

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 (\$)
\$14,374			

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)
\$12,282	12,282	Will be noted after completion of audit- all documentation is currently at the office of the auditor	0	

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 table details 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.	SBST Meetings RISC/PST Planning Meetings Class Reviews Teacher Supervision and Evaluation
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100	100	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100* if parental involvement is possible	100	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100	100	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	

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% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100	100	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100	100	
Number of students in temporary residency situations or homebound for whom education programs are provided.	N/A	N/A	
Number of times per month that the RISC meets with PSTs via video/phone conference?	0	0	
Number of times per year that the RISC meet with the PSTs in person	Daily	Daily	
Areas of Strength for the region			
Areas for Development for the region	Continue to work with parents and guardians to understand different programming situations (IEP, MEP, etc.)		
Additional Comments for the region			

Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Teachers will spend STIP time and SBST time throughout the school year working to collaborate to build their skillset in the area of flexible instructional strategies.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100	100	
% of support assistants who receive support through adequate scheduled time with PST.	N/A	N/A	
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100	100	
% of classroom teachers who will meet with the PST at least once a month.	100	100	
% of support assistants who will meet with PST at least once a month.	N/A	N/A	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	N/A	N/A	
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100	100	
% of schools that have a fair process for equitable access to extra-curricular activities.	100	100	
Areas of Strength for the region	Very strong team collaboration.		
Areas for Development for the region	Continue to formalize SBST meetings as possible.		
Additional Comments for the region			

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 table details 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.	The School-based Support Team will meet several times each term, and will include attendance from the PST, classroom teacher, RISC/Principal.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100	100	
% of teachers who know how to access the SBST	100	100	
% of schools that are using a referral process to notify SBST about specific student needs.	100	100	
% of schools that keep written records of SBST meetings.	100	100	
Areas of Strength for the region			
Areas for Development for the region	Continue to try to build more regular and formal SBST meetings into our school culture.		
Additional Comments for the region			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	3 meetings each term + as needed	1 meeting/term	Regular (almost every day) after school de-briefing and strategy think tanking sessions occur- and these are very informal but very effective and involve the whole staff team.

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 table details 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.	IEPs and SSPs are reviewed and updated (as needed) once each term; and more frequently if needed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100 (in collaboration with PST/RISC)	100	
% of teachers completing IEPs for student requiring them in consultation with parents.	100 (in collaboration with PST/RISC)	100	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	As possible	As possible	
% of parents participating in developing IEPs for those students requiring them.	As possible	As Possible	
% of students participating in developing their own SSPs, when required and appropriate.	As possible	As possible	
% of students participating in developing their own IEP, when required and appropriate.	As possible	As possible	
Areas of Strength for the region			
Areas for Development for the region	Continue to work with parents and guardians to build a better understanding of programming.		

Additional Comments for the region	
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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.	We use the directive as a guide; and strive to ensure that our school follows the 60:25:15 ration required from ECE.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	75	During COVID-19 our PST coordinated the videos for our at home learning Instagram channel
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100	
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	100	
Areas of Strength for the region	Strong team collaboration.		
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

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

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 centralized 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	.50		

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, 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	.75	.75	

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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)
\$25,250	25,250	25, 250		25, 250	

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. It is important for 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.

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.	Several events will take place in different locations in the community where parents, families and community are invited; creating a welcoming school environment by removing the barrier of entering the school to attend events
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100	100	
% of schools with Elders in Schools programming	100	As possible	
% of schools hosting community gatherings rooted in local cultures	100	100	
Areas of Strength for the region	Language programming and striving for a whole-school approach to Indigenous language instruction and inclusion.		
Areas for Development for the region			
Additional Comments for the region	The students won a "Best use of Indigenous Language" award for a film they made for a local film festival.		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	As available and possible at events, key cultural experiences	As described in school targets.	The majority of our on the land programming (2 week birch tap line and 1 week camp week) did not occur due to school closure for COVID-19.
Type of activities provided through Elders in Schools <i>(description/grades)</i>	As available, and possible at events, and key cultural experiences; including storytelling, animal work, and traditional arts	As described in school targets.	The majority of our on the land programming (2 week birch tap line and 1 week camp week) did not occur due to school closure for COVID-19.
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	As available and possible, at events, and key cultural events such as the Wiilliideh Word Challenge, opening of all school events with students saying the prayer in Wiilliideh, and other events throughout the school year	As planned from September to March.	

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness Training.</p>	<p>We do not expect a change-over in staffing next year; and plan to continue our learning related to Indigenizing education, through such initiatives as Indigenizing the physical environment, school, and classroom libraries. All teachers at KTW have received Residential Schools Awareness Training, and all new hires in the past two years have attended the N2NEC.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>Staff on the land key cultural experiences with 100% attendance; including learning about the local language while immersed on the land; including planning for whole-school approach to teaching the language as well as focusing on learning more about the</p>	<p>100</p>	

	history of the NWT and YKDFN and decolonizing and indigenizing education		
% of schools holding Teacher Cultural Orientation Days	100	100	
Type of Residential School Awareness Training provided and # of teachers/staff participants	Professional conversations and reading; engagement with parents and community members related to their own experiences; teachers will be introduced to Indigenous Storywork from the work of Dr Joanne Archibald to assist in understanding the importance of engaging in active listening when parents and families share	100	
Areas of Strength for the region	Continuing to build relationships with family and community members.		
Areas for Development for the region	Continue to work for engage Elders to come into the building on a more regular basis.		
Additional Comments for the region			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	100 % of staff on the land key cultural experience days; including fishing, boating, berry picking, harvesting and working on animals	100	
Number of local resource people involved in planning and delivering Cultural Orientation Days.	Dependent on availability; we hope to continue to build relationships with three culture experts	As described in target section.	Note that the majority of our on the land programming (2 week birch tap line and 1 week camp week) did not occur due to school closure for COVID-19.

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>Suggestion:</p> <p>Employing a whole school approach at KTW allows students and staff to celebrate the Wiiliideh language not only in the language classroom, but in the halls, school office and other classrooms. Through the whole school approach, steps are taken to move away from the former Eurocentric values and approaches that once dominated schools in relegating language and culture into only one classroom. At KTW, Wiiliideh is incorporated into all aspects of the Indigenous curriculum through signage, announcements, assemblies, community gatherings, and during on the land experiences.</p> <p>School Wiiliideh word wall, Wiiliideh phrases posted around the school and in the classroom, the Wiiliideh word tree, mystery word of the week, creation of Frostbite word of the day films, button program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100	100	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100	100	
% of schools offering Indigenous language training and support to all staff members.	100	100	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100	100	
Areas of Strength for the region	Whole school team dedicated to promoting the whole school approach to language use.		

Areas for Development for the region	Continue to create more Indigenous Languages resources and signage for the school.
Additional Comments for the region	Wiiliideh class was held via Zoom during the COVID 19 school closure.

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	<ul style="list-style-type: none"> • School Wiiliideh word wall, • Wiiliideh phrases posted around the school and in the classroom, • the Wiiliideh word tree, mystery word of the week, • creation of Frostbite word of the day films, • button program. 	Met as described in the school target section.	

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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>Collaborate as a school team to build-upon and generate new ideas to continue to Indigenize teaching and learning practices in our school; including a phased in implementation of the Indigenous Languages and Education (ILE) Policy through arranging ILE handbook workshops, and continuing to develop our three year Dene Kede and Dene Law plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<ul style="list-style-type: none"> • Increase teacher knowledge and use of the Williideh language • Increase team understanding of how to better support the language teacher with her planning and implementation of units and learning experiences 	<p>Achieved as described in the regional target section.</p>	

<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100</p>	<p>100</p>	
<p>Areas of Strength for the region</p>	<p>Strong team collaboration and commitment to supporting Indigenizing education and building a stronger understanding of history and colonization. Strong team use of Dene Kede.</p>		
<p>Areas for Development for the region</p>	<p>Continue to build up school team knowledge of the language.</p>		
<p>Additional Comments for the region</p>			

<p>School Specific Performance Indicators</p>	<p>School Targets</p>	<p>Achieved Results</p>	<p>Explanation for difference</p>
<p>Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).</p>	<ul style="list-style-type: none"> • KTW will explore and strive to focus on Holism and Experiential learning this year • To strengthen identity, as related to Holism, we will increase Indigenized content in each classroom library and the school library and increase the amount of written Wiiliideh language visible 	<p>Achieved as described in school targets, with the exception of regular experiences with Elders.</p>	<p>Note that the majority of our on the land programming (2 week birch tap line and 1 week camp week) did not occur due to school closure for COVID-19 and this impacted the amount of time that our students were able to interact and spend time with Elders.</p>

	<p>around the entire school</p> <ul style="list-style-type: none">• To improve experiential learning opportunities, we will continue to try to increase the amount of time Elders spend in the school as well as the time we spend on the land with Elders• Continue to create, produce, and publish resources in the Wiliideh language		
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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, 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 (Required 2021)	Collaborate as a school team to build-upon and generate new ideas to continue to Indigenize teaching and learning practices in our school; including a re-examination of the OLC handbook and our three-year Dene Kede and Dene Law plan. We will explore and embrace Holism and Experiential learning opportunities for our students with a view to strengthening identity and relationship with self, others, and the land. We aim to strengthen student understanding of the importance of the sense of place, and of their own rich historical and cultural values and identities. We will develop our ILE School Committee; and ensure school team member's deeper understanding of the ILE Handbook.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	School-wide monthly Dene Kede themes incorporated in year and unit plans; with key cultural experiences occurring as available	Achieved as described in regional target section.	
% of schools focused on Indigenizing content for curricula and programming.	100	100	
Areas of Strength for the region	Strong team commitment to Indigenizing education, including take-home resources in Wiiliideh and connected to Dene Kede in paper packages given to students bi-weekly during the COVID-19 school closure.		

Areas for Development for the region	Continue to work carefully with new team members to help them understand the importance of Indigenizing education, including the whole school approach to language instruction, and use of Dene Kede as a founding curricular document.
Additional Comments for the region	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	100	100	

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 offer key cultural experiences	Key cultural experiences are offered seasonally; and usually include a two-week Birch tapping harvest line and a week-long Spring day Camp. Additionally, students participate in a variety of Indigenized arts and technology-related experiences.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100	100	
% of schools with Key Cultural Experiences that include full staff participation.	100	100	
Areas of Strength for the region	Strong school traditions linked with the changing seasons.		
Areas for Development for the region	Find ways to re-plan the school year programming to move the longer (Spring) school traditions across the seasons in case of another school closure.		
Additional Comments for the region	Note that the majority of our on the land programming (2 week birch tap line and 1 week camp week) did not occur due to school closure for COVID-19. The school did prepare a "KTW Camp Week Kit" for each family, including dryfish, identification guides, special Wiiliideh resources and other activities linked to Dene Kede that we would have normally participated in together at Camp. JK-1 students also received sewn replicas of drymeat, dryfish and bannock for imaginative play.		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
<p>Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)</p>	<p>Seasonally All students in all grades will be involved in a minimum of one key cultural experience in the Fall and Winter; as well as several multi-week experiences in the Spring and Summer.</p>	<p>Achieved as described in the school targets; with the exception of Spring Programming.</p>	<p>Note that the majority of our on the land programming (2 week birch tap line and 1 week camp week) did not occur due to school closure for COVID-19. The school did prepare a “KTW Camp Week Kit” for each family, including dryfish, identification guides, special Wiiliideh resources and other activities linked to Dene Kede that we would have normally participated in together at Camp. JK-1 students also received sewn replicas of drymeat, dryfish and bannock for imaginative play.</p>
<p>Type of Key Cultural Experiences provided</p>	<p>Berry picking, two-week birch tap harvest line, 5 day KTW Camp Week , including working on several animals, engaging in food preparation, tipi erecting, camp safety, and learning about local wildlife, birds, and insects, storytelling and the preparation of traditional foods such as drymeat and dry fish. Students will engage in learning in the language and in completing other learning</p>	<p>Achieved as described in the school targets; with the exception of Spring Programming.</p>	<p>Note that the majority of our on the land programming (2 week birch tap line and 1 week camp week) did not occur due to school closure for COVID-19. The school did prepare a “KTW Camp Week Kit” for each family, including dryfish, identification guides, special Wiiliideh resources and other activities linked to Dene Kede that we would have normally participated in together at Camp. JK-1 students also received sewn replicas of drymeat, dryfish and bannock for imaginative play.</p>

	tasks in an outdoor environment.		
% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences	80	As possible.	

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 <i>Our Languages</i> curriculum through the TLC.	Not applicable
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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			

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	\$11,191	11,191	Unknown- will be identified in audit- all records are currently with the auditor.			

Appendix B: Operating Plan - Operating Budget

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

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

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	1,846,000	1,580,556	1,586,700
Indigenous Languages Contributions			
French Language Contributions			
ECE Other Contributions			
Sub-Total ECE	1,846,000	1,580,556	1,586,700
GNWT Other Contributions	15,600		16,300
Total GNWT	1,861,600	1,580,556	1,603,000
Federal Government Jordan's Principle	0	56,000	
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	4,000		6,300
Donations	30,000	28,000	30,900
Other	6,000	0	
Total Generated Funds	40,000	28,000	37,200
TOTAL REVENUES	1,901,600	1,664,556	1,640,200
<u>EXPENSES</u>			
Administration (see Schedule 2)	170,000	80,500	115,000
School Programs (see Schedule 2)	1,468,800	1,073,759	975,000
Operations and maintenance (see Schedule 2)		37,424	
Inclusive Schooling (see Schedules 2&3)	358,600	376,770	300,000
Indigenous Languages and Education (see Schedules 2 & 4)	212,000	270,190	225,000
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	2,209,400	1,838,643	1,615,000
Amortization (see Schedule 6)			
TOTAL EXPENSES	2,209,400	1,838,643	1,615,000
ANNUAL OPERATING SURPLUS (DEFICIT)	-307,800	-174,087	25,200
ACCUMULATED SURPLUS (DEFICIT) OPEN *	464,100	438,900	438,900
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	156,300	264,813	464,100

*Not required for YK1 and YCS - See Schedule 6

District Approved 2020-2021 Budget

Dettah District Education Authority Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
<u>SALARIES</u>							
Teachers' Salaries		548,300					548,300
Regional Coordinators (RISC/RILE)				86,300	86,200		172,500
Program Support Teachers				155,300			155,300
Wellness Counsellors				0			0
Support Assistants				72,000			72,000
Indigenous Language Instruction					85,500		85,500
Cultural Resource Staff							0
Elders in Schools					0		0
Non Instructional Staff	69,000	121,000					190,000
Board/Trustee Honoraria	15,500						15,500
<u>EMPLOYEE BENEFITS</u>							
Employee Benefits/Allowances							0
Leave And Termination Benefits							0
<u>STAFF DEVELOPMENT (Including Travel)</u>							
							0
<u>SERVICES PURCHASED/CONTRACTED</u>							
Professional/Technical Services	67,500	15,000		20,000	0		102,500
Postage/Communication							0
Utilities							0
Heating							0
Electricity		0					0
Water/Sewage							0
Travel		10,000		0			10,000
Student Transportation (Busing)		160,000					160,000
Advertising/Printing/Publishing							0
Maintenance/Repair		5,000					5,000
Rentals/Leases		0					0
Other Contracted Services							0
<u>MATERIALS/SUPPLIES/FREIGHT</u>							
Assistive Technology							0
Materials	18,000	609,500		25,000	40,300		692,800
Freight							0
TOTAL	170,000	1,468,800	0	358,600	212,000	0	2,209,400

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

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

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	86,300		86,300
Program Support Teachers	155,300		155,300
Wellness Counsellors	0		0
Support Assistants	72,000		72,000
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	0		0
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	20,000		20,000
Student Transportation (Busing)*			0
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	25,000		25,000
Materials			0
Freight			0
TOTAL	358,600	0	358,600

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

**Dettah District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	86,200			86,200
Indigenous Language Instruction	85,500			85,500
Cultural Resource Staff			0	0
Elders in Schools			0	0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	0			0
Travel				0
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	15,000	0	25,300	#REF!
Freight				0
TOTAL	186,700	0	25,300	212,000

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

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

	<u>Person Years</u>
Administration Staff	0.50
Territorial Schools:	
Teachers	4.00
Consultants	
Classroom Assistants	
Secretaries	
Custodians	1.50
School Community Counsellors	
Other - Cook	0.00
Inclusive Schooling:	
Regional Coordinator	0.50
Program Support Teachers	1.00
Wellness Counsellors	0.00
Support Assistants	5.00
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.50
Indigenous Languages Instruction Staff	1.00
Other - Specify	
Total Person Years	<u>14.00</u>

Appendix C: Annual Report - Audited Financial Statements

Deftah District Education Authority

Financial Statements

June 30, 2020

Dettah District Education Authority

Financial Statements

June 30, 2020

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Management Discussion and Analysis

Introduction

Dettah District Education Administration:

Ed Lippert – Superintendent of Yellowknife Education District #1

Lea Lamoureux – Principal of Kaw Tay Whee School

Sally Ann Drygeese – Administration/Language

Neil Penney-Program Support Teacher

Current DDEA Members:

Rebecca Plotner – Chairperson

Charlene Liske – Vice Chairperson

Beatrice Sangris – Member

James Sanderson – Member

Marie Hardisty – Member

Jessica DeLeary – Member

Mary Liske – Member

Acknowledgements:

The Dettah District Education Authority acknowledges the preparation of the Annual Management Discussion and Analysis as a go-forward responsibility of school management/administration and the Board Members to promote transparency and accountability.

Vision Statement:

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

Mission Statement:

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

Core Strategies:

- Develop, build, and maintain strong and respectful working relationships between the Dettah District Education Authority and Kaw Tay Whee School management/administration, staff and other stakeholders to best serve students and families
- Provide daily instruction in the Wiiliideh language and frequent opportunities for students to learn traditional ways of the community
- Recruit, train, and retain high quality, and highly qualified teaching and support staff to best serve current and future students; ensuring opportunities to engage in the local language and cultural practices and learning
- Support school staff team to provide a whole-child educational experience and to provide a “wrap-around” services model to better support families in the community

- Actively engage in ensuring that students from the community from junior kindergarten to grade twelve attend and engage in educational opportunities; and work with extended families to promote the importance of school attendance and graduation providing students and families with guidance and support to navigate larger school settings and systems as needed
- Offer opportunities for pre-school aged children (0-5) to be involved in the wider life of the school to ease the transition when it is time for these children to register for school
- Support school management in their advocacy for services to be offered in the community school so as to ease challenges with system navigability; including but not limited to health services
- Plan for the future of a healthy thriving school and the possible provision of needed early intervention by networking and supporting new families and new parents
- Carefully ensure maximum fiscal responsibility to best meet the specific needs of students in and out of school
- Support school staff team in their quest to provide ample opportunities for students to have a wide variety of learning experiences so as to broaden their general knowledge base, and have a positive impact on personal health, well-being, confidence, and strong personal cultural identity.
- Support school staff team in their quest to improve access to mental health services in the school setting, and to build their own knowledge and skillset in this area.

Active Committees:

The Dettah District Education Authority has two main committees, comprised of the hiring committee and the finance committee. Each committee has two members, and the chairperson is also automatically added to each committee.

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

School Staff Equivalents:

In 2017-2018, the DDEA began a small alternative high school program that continued on during the 2019-2020 school year.

The school is split into three classrooms to accommodate this number of grade levels and student's needs. The Multi-Age-Grouped classrooms were grouped as junior kindergarten and kindergarten, grades one to three, grades three to five, and grades six to eight plus. The computer lab space was set up as the high school area.

The school employed 3.0 full time teachers, 1.0 language teacher/EA, 1.0 PST, and 1.0 teaching principal, who also encompassed the role of Regional Inclusive Schooling Coordinator (RISC) and Regional Indigenous Languages in Education (RILE).

When considering school population and staffing, it is important to note that the teaching principal/RISC/RILE position includes a variety of responsibilities, not normally required in this role, due

to the unique position of the Dettah District Education Authority. The Dettah District Education Authority contracts superintendency services from Yellowknife Education District Number One.

- The DDEA is site-based-managed for funding, and is also independently audited. The day-to-day responsibilities and management of these tasks is part of the principal's job; as are any responsibilities that are designated to him/her by the DEA Chair
- The principal therefore is responsible to ensure that documentation is ready for the annual financial audited statements
- The principal is responsible for working with contractors, the GNWT, and many other bodies directly, as opposed to being filtered through school-board level coordinators
- The principal is also responsible for all pieces of the complete Operating Plan (Accountability Framework), Annual Report, and the Inclusive Schooling Compliance Tool
- The principal also acts as the ATIP coordinator for the DDEA and fulfills other roles and completes other responsibilities as required

Operating Environment

Strengths and Opportunities:

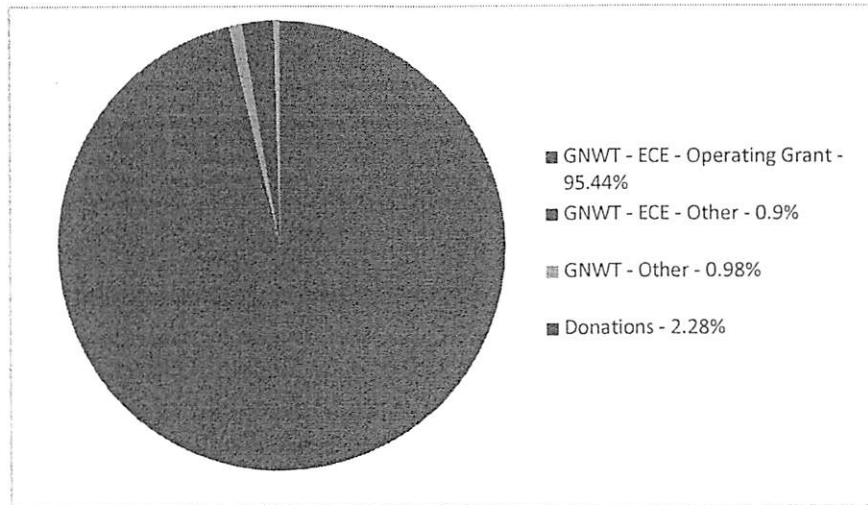
- Consistently positive working relationship between Dettah District Education Authority and Kaw Tay Whee School Staff; maximizing the potential for a positive learning environment for students and support for families
- An increase in the amount and quality of instruction in the local Wiiliideh language, by a caring and qualified individual from the community
- An increase in grades offered over the past several years, to now encompass junior kindergarten to the alternative high school program; therefore maximizing potential for students to access high quality learning in the home community, and ensuring that there are no barriers with transportation if a student is late. This year, the school has continued to offer grade nine to students following IEPs, should they wish to remain in the community
- Over the past twelve years, the school and school staff have received many accolades and awards; including the Prime Minister's Award for Teaching Excellence Certificate of Achievement, and a Canada's Outstanding Principal award; attesting to the change in student achievement, and attendance; most recently the school has been lauded for its multi-award-winning film program
- The Dettah District Education Authority and school management have carefully managed funds to ensure that a reasonable operating surplus is available for the future, should enrollment change due to families moving out of the community, or for a low birth year; both of which can cause a major impact on school enrollment

Challenges and Threats:

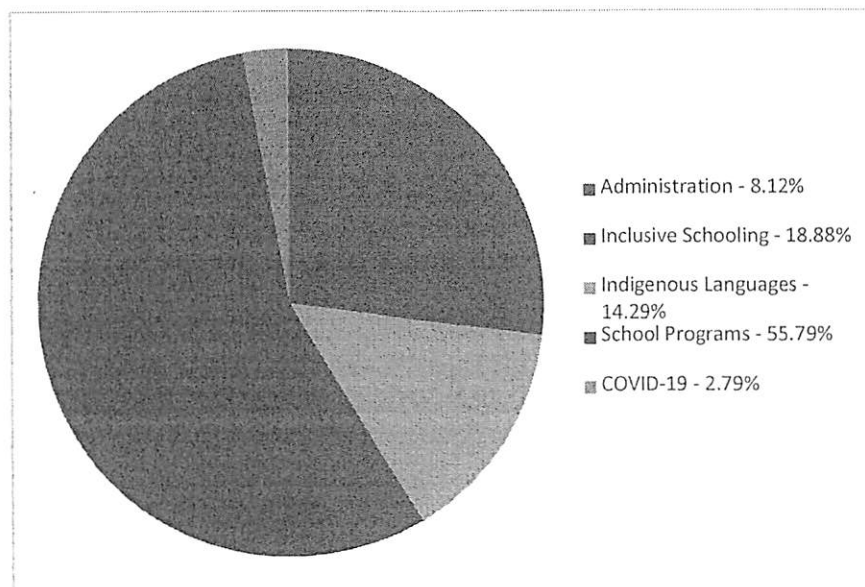
- This year the DEA continued to face financial challenges as many positions or services have either been cut in the funding, or do not receive any funding; examples include a cut to the custodian position, bus funding that does not provide for the actual cost amount, the fee for superintendency services, as well as fees for any book-keeping or the annual audit.

- As in years past; due to large families moving away from Dettah, or a low birth year in the community, school enrollment can be volatile and unpredictable from year to year; thus providing a challenge for the number of grades offered in one room, and in providing assistance for those students requiring one-on-one support. In order to minimize threat, as school funding changes, the DDEA has ensured a small surplus to attempt to maintain the integrity of school programming and staff allocations to best meet the needs of our students

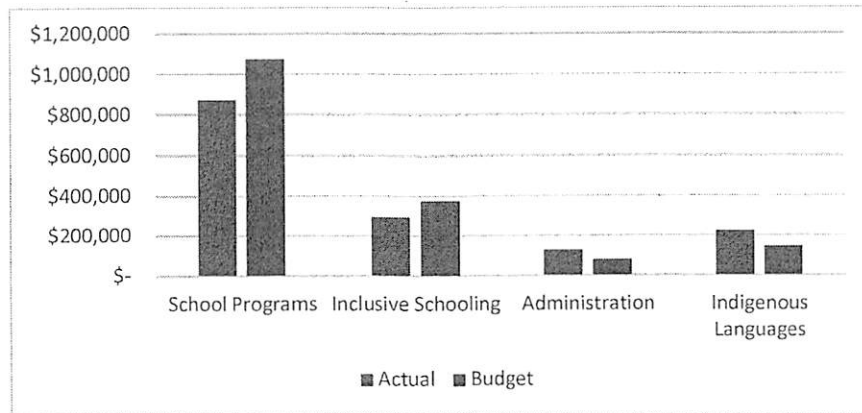
Operating Revenue for the DDEA in 2019-2020



Expenditures by program for the DDEA in 2019-2020



Operating expenditure actual compared to budget for DDEA in 2019-2020



Financial Condition

The Authority's financial assets decreased from \$745,322 to \$680,283. This year the net financial assets (financial assets less liabilities) were \$538,458 compared to \$618,059 in the prior year, indicating a weaker financial position.

The Authority had an operating surplus of \$99,579 for the year compared to an operating surplus of \$141,322 in the prior year. The decrease in 2019-20 surplus compared to 2018-19 can be attributed to the decrease in ECE contributions due to decreased enrolment. The accumulated surplus at year end is \$538,453.

Accounts payable and accrued liabilities have increased from \$39,535 to \$53,928 due to the timing of payments at year end.

The Yellowknife Education District #1 Payable decreased from \$179,187 to nil. The decrease is due to the Authority having paid the July and August 2020 by June 30, 2020. As such, there is no outstanding payable balance for the year.

Dettah DEA received 99% (2019 – 98%) of its funding from the GNWT. The core funding decreased from \$1,640,745 to \$1,586,622 in the current year. Other revenue in the current year mainly consists of donations from Dominion Diamond Corporation of \$30,000.

Summary and Outlook

Achievements and Successes:

- Students in need of speech support has continued to grow; yet students received on-on-one support on a daily basis to improve their skills
- School staff remained consistent; with over 50% of employees being employed at the school for five years or longer
- Attendance of community members and family members at school events continued to increase

Top Priority Challenges for the Coming Year:

- The COVID-19 Global Pandemic offers an unpredictable impact on enrolment
- In order to minimize the impact on school programming, and experiences, school management will continue to work with outside stakeholders and partners to provide opportunities for students without impacting current allocations

Management's Responsibility for Financial Reporting

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

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2020

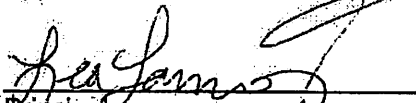
The Management Discussion and Analysis, Financial Statements, Schedules and Notes herein submitted have been prepared and approved by management. They provide full disclosure and accurately reflect the financial and non-financial condition of Dettah District Education Authority (the "Authority") in all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

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

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

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

Approved and confirmed on behalf of the Dettah District Education Authority


Principal
Dettah District Education Authority

September 25, 2020

Independent Auditors' Report

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

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of Dettah District Education Authority (the "Authority") which comprise the Statement of Financial Position as at June 30, 2020 and the Statement of Changes in Net Assets, Statements of Operations and Statement of Cash Flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Dettah District Education Authority as at June 30, 2020, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the financial statements and our auditors' report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independent Auditors' Report (continued)

Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

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

Independent Auditors' Report (continued)

Report on Compliance with Specified Authorities

In conjunction with the audit of the financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.



Yellowknife, Northwest Territories
September 25, 2020

Chartered Professional Accountants

Dettah District Education Authority

Statement of Financial Position

As at June 30, 2020 2019

Financial Assets

Cash and cash equivalents (Note 5)	\$ 678,743	\$ 745,322
Accounts receivable (Note 9)	1,540	-
	680,283	745,322

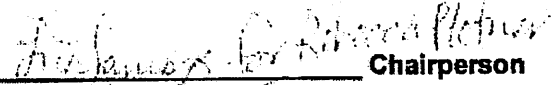
Liabilities

Payroll liabilities (Note 11)	796	3,233
Accounts payable and accrued liabilities (Note 11)	53,928	39,353
Deferred revenue (Note 12)	-	52,400
Contributions repayable (Note 13)	54,400	2,000
Leave and termination benefits (Note 17)	32,706	30,277
Due to Yellowknife Education District #1 (Note 25)	-	179,187
	141,830	306,450

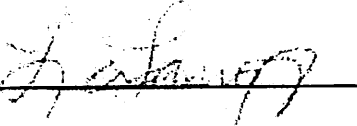
Accumulated Surplus and Net Financial Assets **\$ 538,453** **\$ 438,872**

Contractual obligations and contingencies (Note 22 and 23)

Approved on behalf of the Education Authority



Chairperson



Principal

Dettah District Education Authority

Statement of Operations

For the year ended June 30,	2020	2020	2019
	Budget (unaudited)	Actual	Actual
Revenues			
Government of the NWT			
ECE Regular Contributions	\$ 1,624,744	\$ 1,586,622	\$ 1,640,745
ECE Other Contributions (Note 31)	-	15,000	2,000
Total ECE	1,624,744	1,601,622	1,642,745
Other GNWT Contributions (Note 32)	25,000	16,279	18,667
Total GNWT	1,649,744	1,617,901	1,661,412
Government of Canada			
Jordan's Principle (Schedule 5)	-	-	52,400
Transfer to deferred revenue	-	-	(52,400)
Education Body Generated Funds			
Donations	-	37,925	37,308
Investment Income	-	6,527	4,263
Total Generated Funds	-	44,452	41,571
Total Revenues	\$ 1,649,744	\$ 1,662,353	\$ 1,702,983
Expenditures (Schedule 1)			
Administration	80,500	126,973	133,254
School Programs	1,073,759	871,811	853,050
Inclusive Schooling	376,770	295,111	329,340
Operations and Maintenance	37,424	-	-
Indigenous Languages	270,190	223,273	246,017
COVID-19	-	43,625	-
President's Choice Children's Charity	-	1,981	-
	\$ 1,838,643	\$ 1,562,774	\$ 1,561,661
Operating Surplus (deficit) before other items	(188,899)	99,579	141,322
Other Items			
Grant in-kind - Assets provided at no cost (Note 22)	-	42,111	42,111
Rent expense - Assets provided at no cost (Note 22)	-	(42,111)	(42,111)
Operating Surplus (deficit)	(188,899)	99,579	141,322
Opening Accumulated Surplus	438,874	438,874	297,552
Closing Accumulated Surplus	\$ 249,975	\$ 538,453	\$ 438,874

Dettah District Education Authority

Statement of Changes in Net Assets

For the year ended June 30,	2019	2019
Operating surplus	\$ 99,579	\$ 141,322
Net assets, beginning of year	438,872	297,552
Net assets, end of year	\$ 538,451	\$ 438,874

Dettah District Education Authority**Statement of Cash Flows**

For the year ended June 30,	2020	2019
Cash provided by (used in):		
Operating transactions		
Operating surplus (deficit)	\$ 99,579	\$ 141,322
Changes in non-cash assets and liabilities		
Decrease (increase) accounts receivable	(1,540)	-
Increase (decrease) accounts payable	14,576	(5,443)
Increase (decrease) payroll liabilities	(2,436)	184
Increase (decrease) due to Yellowknife District Education #1	(179,187)	96,488
Increase (decrease) contribution repayable	54,400	2,000
Increase (decrease) deferred revenue	(54,400)	52,400
Increase (decrease) post employment benefits	2,429	2,015
	(166,158)	147,644
Cash provided by (used in) operating transactions	(66,579)	288,966
Cash and cash equivalents at beginning of year	745,322	456,356
Cash and cash equivalents at end of year (Note 4)	\$ 678,743	\$ 745,322

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

1. Nature of Operations

The Dettah District Education Authority (the "Authority") was established under the *Education Act* of the Government of the Northwest Territories ("GNWT") by order of the Minister dated February 12, 2004. Its purpose is to administer and maintain the standards of educational programs in Dettah as defined under the Act. A full range of instructional programs ranging from kindergarten through grade 12 is offered by the Authority.

The Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Authority includes all aspects of operation and management. The Authority is the lowest (and sole) level of government exercising oversight responsibility.

The Authority is a public body performing a function of government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing the function of government in Canada is exempt from taxation.

2. COVID-19

On March 11, 2020, the World Health Organization declared a global pandemic of the novel coronavirus identified as "COVID-19". In order to combat the spread of COVID-19, governments worldwide have enacted emergency measures including travel bans, legally enforced or self-imposed quarantine periods, social distancing and business and organization closures. These measures have caused material disruptions to businesses, governments and other organizations, resulting in an economic slowdown and increased volatility in national and global equity and commodity markets.

Central banks and governments, including Canadian federal, provincial and territorial governments, have reacted with significant monetary and fiscal interventions designed to stabilize economic conditions. The duration and impact of the COVID-19 outbreak is unknown at this time, as is the efficacy of any interventions. It is not possible to reliably estimate the length and severity of these developments and the impact on the financial results and condition of the Authority and its operations in future periods

During the year, the Education Authority closed the school in late March 2020 to comply with the directives from the GNWT. The Education Authority plans to incur additional expenses to address the pandemic in the future periods. The funding for the upcoming school year is not expected to be negatively affected by the pandemic.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

3. Significant Accounting Policies

(a) Basis of Accounting

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

3. Significant Accounting Policies (continued)

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

(c) Financial Instruments

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

Financial assets measured at amortized cost include cash and cash equivalents.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, contributions repayable, leave and termination benefits and amounts due to Yellowknife Education District #1.

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

(d) Non-Financial Assets

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

Detah District Education Authority

Notes to Financial Statements

June 30, 2020

3. Significant Accounting Policies (continued)

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the Government of the Northwest Territories. The Minister grants to the Education Authority the full occupancy and use of such facilities and equipment where requested for the administration and delivery of education system programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the Government of the Northwest Territories. Capital assets with a value of less than \$50,000 are recorded as a current expenditure.

(f) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular Contributions:

The regular contributions from the GNWT is determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT. The contribution revenue is recognized when received or receivable.

Other contributions

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

Other revenue is recorded as the service is provided and receipt is reasonably assured.

Detah District Education Authority

Notes to Financial Statements

June 30, 2020

3. Significant Accounting Policies (continued)

Deferred revenue

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

Investment income

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

Donations

Donations are recognized in the period they are received.

(f) Revenue recognition (continued)

Special Purpose Funds

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

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

(g) Budget Data

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

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

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(2) of the *Education Act*.

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

This annual budget includes estimates of revenue and expenditures for the Operating fund surplus along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

3. Significant Accounting Policies (continued)

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

(h) Measurement Uncertainty

The preparation of financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Authority are treated as expenditures during the year of acquisition and are not recorded on the statement of financial position.

(j) Post-employment Benefits, Compensated Absences and Termination Benefits

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

(k) Expenditures

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

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

3. Significant Accounting Policies (continued)

(I) Segment Disclosures

The Schedule of Operating Fund - Detail of Expenditures has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expenditure activities of the Board. For each reported segment, revenue and expenditures represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that falls under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Administration: pertains to the provision of board governance and central office administration, operation and maintenance.

Indigenous Languages: pertains to indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

Transfers and others: pertains to amortization, debenture interest and gain or loss on sale (disposal) of tangible capital assets.

COVID-19 Expenses: pertains to expenses incurred during the year to address issues caused by the COVID-19 pandemic.

During the year the segments; Operations and Maintenance and Administration were combined to comprise the segment above titled Administration.

4. Future Accounting Changes

Revenue, Proposed Section PS 3400

This section establishes standards on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions". This section applies to fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.

The impact of the transition to this proposed accounting standard, if any, has not yet been determined.

5. Cash and Cash Equivalents

	2020	2019
Cash and cash equivalents	\$ 678,743	\$ 745,322

6. Special Purpose Funds

The Education Authority does not have special purpose funds.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

7. Restricted Assets

The Education Authority does not have restricted assets.

8. Portfolio Investments

The Education Authority does not have any portfolio investments.

9. Accounts Receivable

The Education Authority has accounts receivable from the following customer:

	2020	2019
Breakfast club of Canada	\$ 1,540	\$ -

10. Inventory

The Authority does not record inventory as per note 2(i).

11. Accounts Payable and Payroll Liabilities

	2020	2019
Trade payable	\$ 53,928	\$ 39,353
Payroll liabilities	796	3,233
	\$ 54,724	\$ 42,586

12. Deferred Revenue

	2020	2019
Government of Canada Jordan's Principle	\$ -	\$ 52,400

13. Contributions Repayable

	2020	2019
Government of the Northwest Territories Department of Education, Culture and Employment	\$ 2,000	2,000
Government Canada Jordan's Principle	52,400	-
Total	\$ 54,400	2,000

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

14. Due From and To the Government of Canada

The Education Authority does not have amounts due from and due to the Government of Canada other than the contribution repayable amount related to Jordan's Principle..

15. Capital Lease Obligations

The Education Authority does not have capital lease obligations.

16. Pensions

The Education Authority makes contributions to the Northern Employee Benefits (NEBS) Pension Plan, which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$3,505,159. The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$175,156 for January 2020, and \$171,368 for January 2019. The maximum monthly contributions is \$3,093 for January 2020, and \$3,026 for January 2019.

NEBS is an employer owned program and as such the Education Authority will be liable for its portion of any shortfall. The Plan serves 3202 Employee Members and 111 Employer Members (total active, disabled and on leave 1,930).

As of January 1, 2020, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$31,200,000 - funded ratio 113% (2019 - \$25,200,000 and 112%) on a going concern valuation basis. The Plan had a solvency ratio deficiency of \$142,700,000 and a solvency ratio of 66%. Solvency is calculated for the purposes of determining obligations only in the event of a plan wrap up. Any potential deficiency in termination payments is guaranteed to be paid over the next 10 years or less, depending on the position of the fund. For the period ending December 31, 2018, the NEBS Pension plan Trust Fund balance of \$15,123,613.

As of April 2004, the OSFI has exempted NEBS from compliance with the Pension Benefits Standards Act (PBSA). On April 2015, the Legislative Assembly passed The Northern Employee Benefits Act (Bill 12) which was enacted October 1, 2015. NEBS is now operating under Bill 12.

17. Long-Term Debt

The Education Authority does not have long-term debt.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

18. Post Employment Benefits and Compensated Absences and Termination Benefits

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

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

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

Dettah District Education Authority**Notes to Financial Statements**

June 30, 2020

18 Post Employment Benefits and Compensated Absences and Termination Benefits (continued)**Valuation results**

The actuarial valuation was completed as at March 31, 2020. The effective date of the next actuarial valuation is March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2020 and the results extrapolated to June 30, 2020. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.

Changes in Obligations	Severance and Removal	Compensated Absences	2020
Accrued benefit obligation, beginning of year	\$ 18,902	\$ 7,814	\$ 26,716
Current period benefit cost	1,882	563	2,445
Interest accrued	587	235	822
Benefits payments	-	(332)	(332)
Actuarial (gain)/loss	(3,724)	(1,231)	(4,955)
Accrued benefit obligations end of year	(17,647)	(7,049)	(24,696)
Unamortized net actuarial loss	(7,195)	(815)	(8,010)
Accrued benefit liability	(24,842)	(7,864)	(32,706)
Benefit expenses			
Current service costs	1,882	563	2,445
Interest costs	587	235	822
Amortization of actuarial gains	(593)	87	(506)
	\$ 1,876	\$ 885	\$ 2,761

The discount rate used to determine the accrued benefit obligation was an average of 2.70%, (2019 - 3.20%). The expected payments during the next five fiscal years are

	Severance and removal	Compensated absences	Total
2021	\$ 3,015	\$ 1,132	\$ 4,147
2022	2,007	612	2,619
2023	1,576	332	1,908
2024	1,335	197	1,532
2025	1,171	132	1,303
2024 - 2028	4,685	1,065	5,750
Total	\$ 13,789	\$ 3,470	\$ 17,259

19. Trust Assets Under Administration

The Education Authority does not have trust assets under administration.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

20. Tangible Capital Assets

The Education Authority does not have tangible capital assets.

21. Prepaid Expenses and Deposits

The Education Authority does not have prepaid expenses and deposits.

		2020	2019	
22. GNWT Assets Provided At No Cost				
	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
Kaw Tay Whee	\$ 895,327	\$ 568,973	\$ 326,354	\$ 368,465

Rent expense of \$42,111 (2019 - \$42,111) was offset by a grant in-kind.

23. Contractual Obligations

The Education Authority does not have any contractual obligations.

24. Contingencies

The Education Authority does not have any contingencies.

25. Related Parties

The Authority is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Authority enters into transactions with these entities in the normal course of business. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are summarized in this note.

	2020	2019
Due to Related Party		
Yellowknife Education District #1	\$ -	\$ 179,187

	2020	2019
Revenues from Related Parties		
Government of the Northwest Territories		
Department of Education, Cultural and Employment	\$ 1,601,622	\$ 1,642,745
Department of Municipal and Community Affairs	15,675	16,400
Department of Health and Social Services	604	2,267

Total revenues from related parties	\$ 1,617,901	\$ 1,661,412
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Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

25 Related Parties (continued)

	2020	2019
Expenses Paid to Related Parties		
Yellowknife Catholic Schools	\$ 250,256	\$ 287,827
Yellowknife Education District #1	41,497	46,327
Total expenses to related parties	\$ 291,753	\$ 334,154

26. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Authority which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation of the *Education Act*.

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on June 24, 2019 and have not been audited.

27. Economic Dependence

The Education Authority receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Education Authority's operations would be significantly affected.

28. Financial Instruments

The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Authority's financial instruments is provided by type of risk below. The Authority is exposed to credit and liquidity risks from the its financial instruments. Qualitative and quantitative analysis of the significant risks from the Authority's financial instruments is provided by type of risk below.

a) Credit risk

Credit risk is the risk of financial loss to the Authority if a debtor fails to make payments of interest and principal when due. The Authority is exposed to this risk relating to its cash and cash equivalents. The Authority holds its cash and cash equivalents in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the Authority's cash in accounts are insured up to \$100,000.

The Authority's maximum exposure to credit risk is represented by the financial assets balance for a total of \$680,283 (2019 - \$745,322).

Detah District Education Authority

Notes to Financial Statements

June 30, 2020

27. Financial Instruments (continued)

b) Liquidity risk

Liquidity risk is the risk that the Authority will not be able to meet all cash outflow obligations as they come due. The Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The Authority's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, payroll liabilities, contributions repayable and amounts due to Yellowknife Education District #1 for a total \$162,728 (2019 - \$95,753).

There have been no significant changes from the previous year in the exposure to risk or policies, procedures, and methods used to measure the risk.

The table below shows when various financial assets and liabilities mature:

Financial assets	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Cash and cash equivalents	\$ 680,283	\$ -	\$ -	\$ -
Total financial assets	\$ 680,283	\$ -	\$ -	\$ -
Total financial assets - prior year	\$ 745,322	\$ -	\$ -	\$ -
Financial liabilities	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Accounts payable and accrued liabilities	\$ 53,928	\$ -	\$ -	\$ -
Due to Yellowknife Education District #1	54,400	-	-	-
Contributions Repayable	54,400	-	-	-
Deferred Revenue	54,400	-	-	-
Accrued payroll liabilities	796	-	-	-
Total financial liabilities	\$ 217,924	\$ -	\$ -	\$ -
Total financial liabilities - prior year	\$ 93,753	\$ -	\$ -	\$ -
Net total	\$ 462,359	\$ -	\$ -	\$ -
Net total - prior year	\$ 651,569	\$ -	\$ -	\$ -

Dettah District Education Authority

Notes to Financial Statements

June 30, 2020

29. Expenditures By Object

	2020 Budget	2020 Actual	2019 Actual
Compensation	\$ 1,023,046	\$ 844,665	\$ 836,396
Materials and freight	302,815	243,357	178,792
Services purchased or contracted	512,482	474,752	546,473
	\$ 1,838,343	\$ 1,562,774	\$ 1,561,661

30. Subsequent Events

There were no material subsequent events that have taken place between June 30, 2019 and the audit report date.

31. ECE Other Contributions

	2020	2019
Government of the Northwest Territories - Department of Education, Culture and Employment		
Health and Wellness Support	\$ -	\$ 2,000
Student School Initiative	15,000	-
	\$ 15,000	\$ 2,000

32. GNWT Other Contributions

	2020	2019
Government of the Northwest Territories		
Department of Health and Social Services - Drop the pop	\$ 604	\$ 2,267
Department of Municipal and Community Affairs- After School Physical Activity Program	15,675	16,400
	\$ 16,279	\$ 18,667

33. Contingent Assets

The Education Authority does not have any contingent assets.

34. Contractual Rights

The Education Authority does not have any contractual rights.

Dettah District Education Authority

Schedule 1 - Details of Expenditures

For the year ended June 30,

								Total 2020	Budget 2020	Total 2019
	School Programs	Operations and Administration Maintenance	Indigenous Language and Culture (schedule 2)	Inclusive Schooling (schedule 4)	COVID-19	President's Choice Children's Charity	Total	Total	Total	
Salaries										
Teachers	\$ 209,574	\$ -	\$ 23,624	\$ -	\$ 236,314	\$ -	\$ -	\$ 469,512	512,508	466,798
Instructional assistant	3,744	-	-	-	-	-	3,744	423,246	4,397	
YK1 superintendent	-	-	27,500	-	-	-	27,500	-	27,500	
Non-instructional staff	27,994	-	-	175,385	-	-	203,379	37,424	220,839	
Board/Trustee honoraria	-	-	14,973	-	-	-	14,973	13,000	16,660	
School secretary	1,000	-	-	-	-	-	1,000	-	-	
Total salaries	242,308	-	66,097	175,385	236,314	-	720,013	986,178	736,192	
Employee benefits										
Employee benefits and allowances	51,404	-	8,882	22,870	38,972	-	122,128	36,868	98,186	
Leave and termination benefits	1,284	-	64	393	688	-	2,429	-	2,016	
Total employee benefits	52,688	-	8,946	23,263	39,660	-	124,557	36,868	100,202	
Services Purchased or Contracted										
Advertising	26,424	-	210	562	-	-	27,196	18,000	29,793	
Contracted services	260,909	-	31,957	-	-	2,518	295,384	297,282	328,189	
Maintenance and upgrades	315	-	-	-	6,481	-	6,796	-	3,314	
Other	23,899	-	18,146	320	-	1,981	44,346	-	52,349	
Professional and technical services	37,414	-	-	-	858	56	38,328	112,500	57,327	
Student transportation (busing)	62,702	-	-	-	-	-	62,702	85,000	75,501	
Total Services Purchased or Contracted	411,663	-	50,313	882	7,339	2,574	474,752	512,782	546,473	
Materials and Freight										
Freight	731	-	-	-	-	-	731	-	955	
Materials	164,417	-	1,617	23,743	11,798	41,051	242,626	302,815	177,837	
Total Materials and freight	165,148	-	1,617	23,743	11,798	41,051	243,357	302,815	178,792	
Total Expenditures	\$ 871,811	\$ -	\$ 126,973	\$ 223,273	\$ 295,111	\$ 43,625	\$ 1,562,774	1,838,643	1,561,661	

Dettah District Education Authority**Schedule 2****Details of Indigenous Language and Culture Program Expenditures**

For the year ended June 30,

2020

Function	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	Total
Salaries					
Non-instructional staff	\$ 175,385	\$ -	\$ -	\$ -	\$ 175,385
Employee Benefits					
Employee benefits and allowances	22,870	-	-	-	22,870
Leave and termination benefits	393	-	-	-	393
	23,263				23,263
Services Purchased or Contracted					
Advertising	562	-	-	-	562
Other contracted services	320	-	-	-	320
Professional/technical services	-	-	-	-	-
Student transportation (bussing)	-	-	-	-	-
	882				882
Materials/Supplies/Freight					
Materials	23,743	-	-	-	23,743
Total	\$ 223,273	\$ -	\$ -	\$ -	\$ 223,273

Dettah District Education Authority**Schedule 3
Indigenous Languages and Education Program**

	July 1, 2018 to March 31, 2019	April 1, 2019 to June 30, 2019	Total
Revenue			
GNWT ECE funding	\$ 128,428	\$ 74,670	\$ 203,098
Expenses			
Salaries	120,380	64,535	184,915
Employee benefits	7,810	5,923	13,733
Services Purchased or Contracted	19,970	4,655	24,625
	148,160	75,113	223,273
Net Deficit	\$ (19,732)	\$ (443)	\$ (20,175)

Dettah District Education Authority**Schedule 4****Details of Inclusive Schooling Expenditures**

For the year ended June 30,

2020

	Staff Development	Assistive Technology	Jordan's Principle (schedule 5)	General Inclusive Schooling	Total
Salaries					
Program support teachers	\$ -	\$ -	\$ -	\$ 236,314	\$ 236,314
Employee Benefits					
Employee benefits and allowances	-	-	-	38,972	38,972
Leave and termination benefits	-	-	-	688	688
	-	-	-	39,660	39,660
Services Purchased or Contracted					
Professional and technical services	-	-	-	858	858
Other contracted services	-	-	-	6,481	6,481
				48,545	48,545
Materials/Supplies/Freight					
Materials	-	-	-	11,798	11,798
Total	\$ -	\$ -	\$ -	\$ 295,111	\$ 295,111

Dettah District Education Authority**Schedule 5
Jordan's Principle**

For the year ended June 30, Total	Budget 2020	Actual 2020	Actual 2019
Revenue			
Government of Canada	\$ -	\$ -	\$ 52,400
Expenses			
Salaries	-	-	-
Employee benefits	-	-	-
Services Purchased or Contracted	-	-	-
	-	-	-
Surplus	\$ -	\$ -	\$ 52,400
Transfer to deferred revenue		\$ -	\$ (52,400)

Approvals

Operating Plan

Education Body Chair

Superintendent

June 25, 2019

Date

Date

Annual Report

Rebecca Plotner

Lea Lamoureux

Education Body Chair

Superintendent

September 22, 2020

September 22, 2020

Date

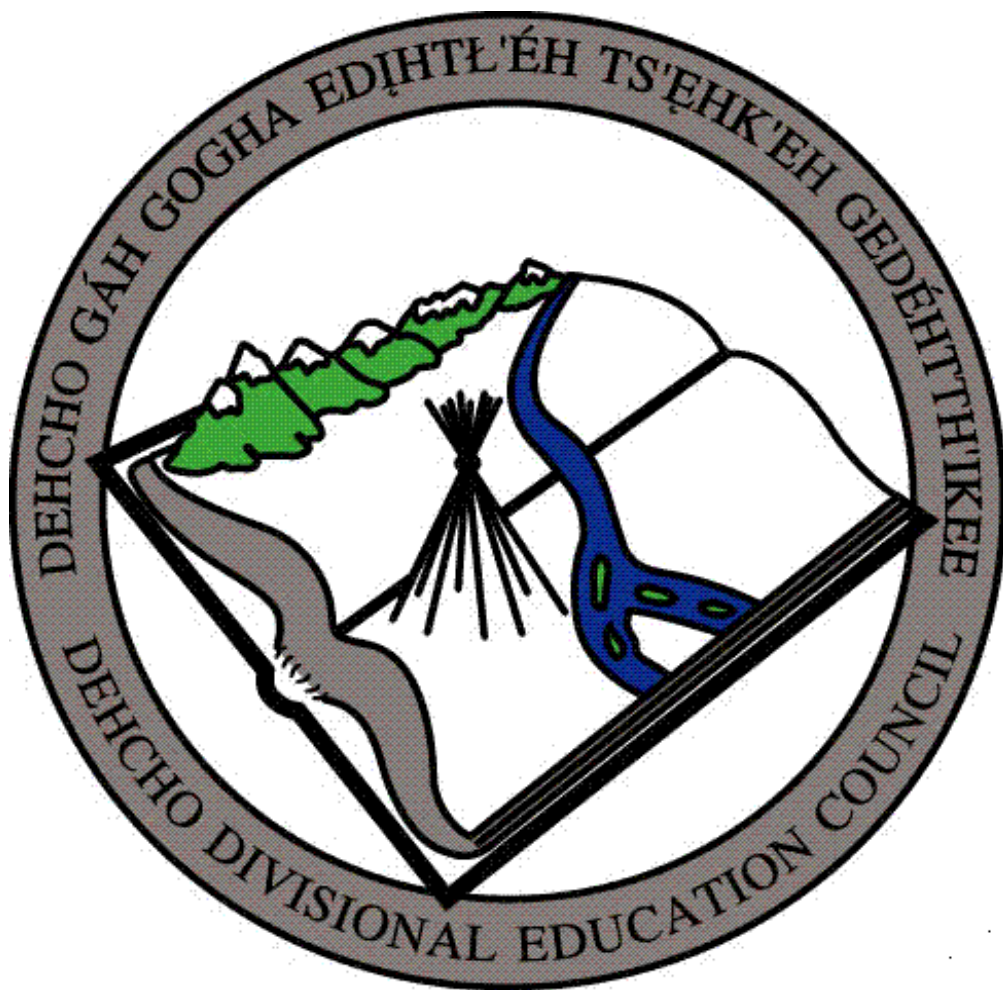
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Education Accountability Framework

Dehcho Divisional Education Council

Operating Plan / Annual Report

For the 2019-20 School Year

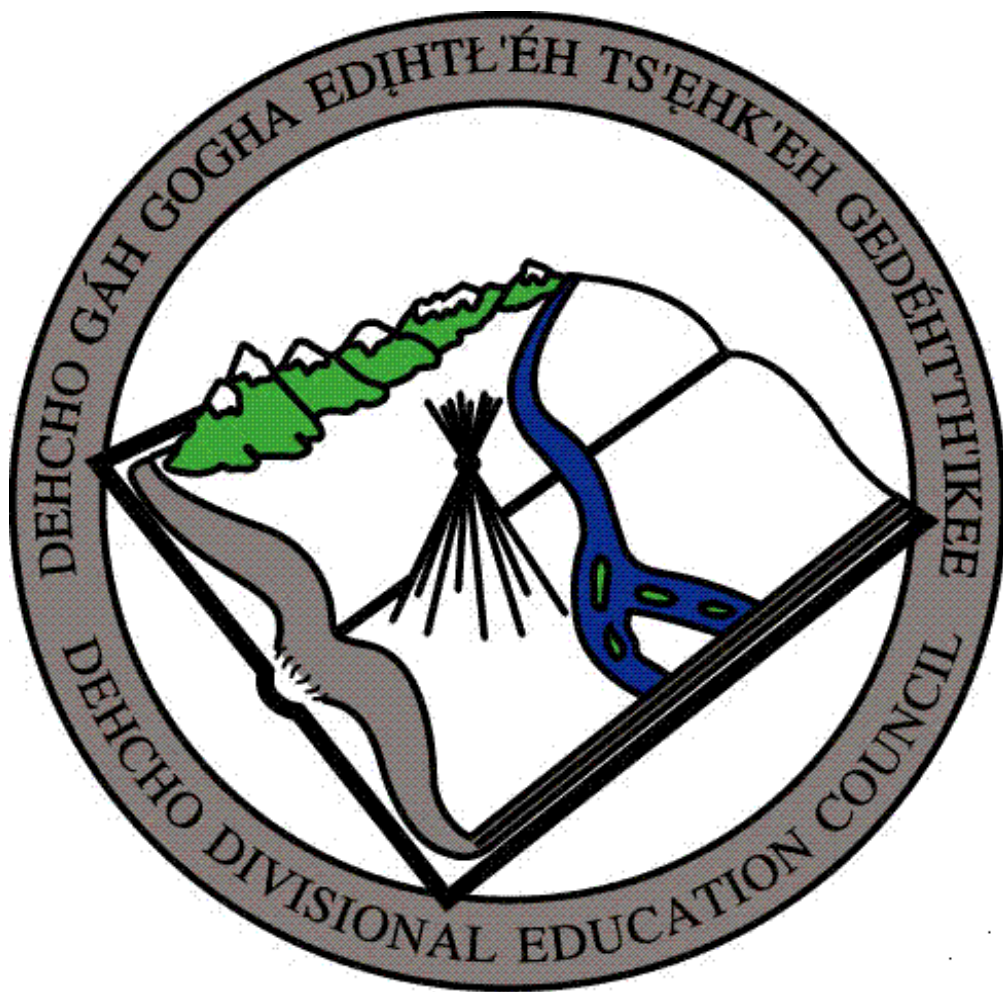


Cadre de responsabilisation en éducation

Conseil scolaire de division du Dehcho

Plan de fonctionnement et rapport annuel

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Dehcho Divisional Education Council's Operating Plan for the 2019-2020 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:

DDEC is setting its goals in 4 main areas: Literacy, Writing, Indigenous Education, and Inclusive Schooling.

Literacy is the cornerstone of our initiative to improve student performance. Our district performance (K to grade 9) is currently at 33 % of students reading at level (24% meeting expectations and 9% exceeding expectations). We must embrace a well thought strategy that addresses our students' individual needs and abilities. That is where a balanced Literacy intervention program comes into play. Students will be assessed and placed at their true level. The intervention program will be tailored to their abilities and help them reach their true potential. The success of a balanced literacy program lies in our ability to train teachers, supervise the implementation of the program, provide the support that our teachers will need, and monitor student progress. An assistant superintendent will be hired to guide this process. We are targeting to bring 46% of our students at level, which represents an 13% district-wide improvement.

Student performance in writing is currently at 58% of students at level (meeting expectations). We are targeting to reach 68% of students at level, which would represent a 10% improvement. The supervisor of schools will develop a strategy to provide the guidance that will be needed.

Indigenous Education: Our Indigenous language teachers are implementing the Our Language curriculum and we are successful in providing support. We intend to maintain the strong language instruction program that is currently available in all our schools. We believe that our schools must reflect the local culture so that our students become more engaged. One of our goals is to ensure that every school in the Dehcho will provide after school cultural activities. We believe this initiative will nurture a sense of belonging, and that it will strengthen and promote cultural identity. We believe this will facilitate student engagement and eventually lead to better school attendance.

Inclusive Schooling. We intend to ensure that 100 of our schools will benefit from the guidance and support of our Program Support teachers (PSTs) on a regular basis. 100 % of our schools will ensure access to appropriate curricular activities and utilize flexible instructional strategies. We will work with our partners to ensure that a child and youth care counsellor is hired for our school in Fort Liard.

100% of our schools will have efficient School Based Support Teams (SBST). This will allow us to follow process and use referral forms to address the specific needs of our students, develop strategies to support classroom teachers, address systemic issues in the schools

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Dehcho pour l'année scolaire 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Le Conseil scolaire de division du Dehcho s'est fixé des objectifs pour quatre grands axes : littératie, écriture, éducation autochtone et intégration scolaire.

La littératie est la pierre angulaire de notre initiative pour améliorer la réussite des élèves. Dans notre district, à l'heure actuelle, 33 % des élèves (de la maternelle à la 9e année) lisent de manière satisfaisante par rapport à leur niveau scolaire (24 % répondent aux exigences et 9 % les dépassent). Nous devons adopter une stratégie bien pensée et adaptée aux besoins et capacités individuels de nos élèves. C'est là qu'entre en jeu le programme équilibré de mesures destinées à rehausser le niveau de littératie. Les élèves seront évalués et classés selon leur niveau réel. Le succès de ce programme équilibré dépend de notre capacité à former les enseignants et à les soutenir au besoin, à superviser la mise en œuvre du programme et à suivre le progrès des élèves. Un surintendant adjoint sera embauché pour guider ce processus. Notre objectif est de mettre 46 % de nos élèves à niveau, ce qui représente pour l'ensemble du district une amélioration de 13 %.

La proportion d'élèves qui satisfont aux exigences de leur niveau en écriture est actuellement de 58 %. Nous voulons faire passer ce taux à 68 %, ce qui représenterait une augmentation de 10 %. Le superviseur des écoles élaborera une stratégie pour orienter le processus.

Éducation autochtone : Nos enseignants de langues autochtones utilisent le programme *Nos langues*, et nous arrivons à bien les épauler dans leur tâche. Nous maintiendrons donc l'excellent programme d'enseignement des langues actuellement en vigueur dans toutes nos écoles. Nous sommes d'avis que nos écoles doivent intégrer la culture locale pour favoriser la participation des élèves. L'un de nos buts est de veiller à ce que chaque école du Dehcho offre des activités culturelles parascolaires. Nous croyons que cette initiative nourrira le sentiment d'appartenance et qu'elle promouvra et renforcera l'identité culturelle. Nous croyons aussi qu'elle facilitera la participation des élèves et augmentera l'assiduité.

Nous voulons faire en sorte que toutes nos écoles bénéficient régulièrement des conseils et de l'aide des enseignants responsables du programme de soutien et que toutes nos écoles sans exception offrent des activités de programme appropriées et appliquent des stratégies pédagogiques flexibles. Nous allons travailler avec nos partenaires pour embaucher un conseiller en soins à l'enfance et à la jeunesse à l'école de Fort Liard.

Nous voulons que toutes nos écoles aient des équipes de soutien scolaire efficaces. Nous pourrions ainsi mettre en application le processus et utiliser les formulaires de recommandation pour répondre aux besoins particuliers de nos élèves, élaborer des stratégies d'aide aux enseignants et régler les problèmes systémiques que vivent les écoles.

Annual Report - Executive Summary

The Dehcho Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The Dehcho Divisional Education Council (DDEC) was not able to meet all its objective in school year 2019-2020 due to the pandemic, but it nonetheless initiated the key steps to roll-out its ambitious Literacy intervention program.

As clarified, the percentage of students reading at level was 33% (K to grade 9) and we targeted a 13% increase in order to bring our students' percentage to 46% reading at level. We will unfortunately need to push this target back one year because we were not able to implement the program.

That said, the DDEC want to convey some good news:

- We purchased the resources and they are already in the schools.
- The staff received the training to implement the intervention strategy.
- We hired a Literacy coordinator to provide guidance and support at the school level.

In short, we are ready to address this fundamental objective in school year 2020-2021.

The DDEC was also unable to meet its other objectives whether it be for writing, Indigenous Education or Inclusive schooling. These objectives will be followed in the new year.

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division du Dehcho pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

En raison de la pandémie, le Conseil scolaire de division du Dehcho n'a pas pu atteindre tous ses objectifs pour l'année 2019-2020, mais il a néanmoins entamé certaines étapes clés pour réaliser son ambitieux programme d'intervention en littératie.

Selon nos plus récentes données, seuls 33 % de nos élèves de la maternelle à la 9^e année démontraient le niveau de lecture visé. Notre objectif était d'amener cette proportion à 46 %, soit une hausse de 13 %. Comme nous n'avons pas pu mettre en œuvre le programme, nous devons reporter d'un an l'atteinte de cet objectif.

Le projet a néanmoins avancé. Ainsi :

Les ressources sont achetées et ont été reçues par les écoles.

Le personnel a reçu la formation nécessaire pour appliquer la stratégie d'intervention.

Nous avons embauché un coordonnateur en littératie qui pourra offrir conseils et soutien dans les écoles.

Tout est donc placé pour nous permettre d'atteindre cet objectif essentiel en 2020-2021.

Il est à noter que le Conseil scolaire n'a pas pu atteindre ses autres objectifs, notamment en matière d'écriture, d'enseignement autochtone et d'inclusion scolaire. Nous nous y emploierons durant la prochaine année scolaire.

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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, 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 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 Canadien	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

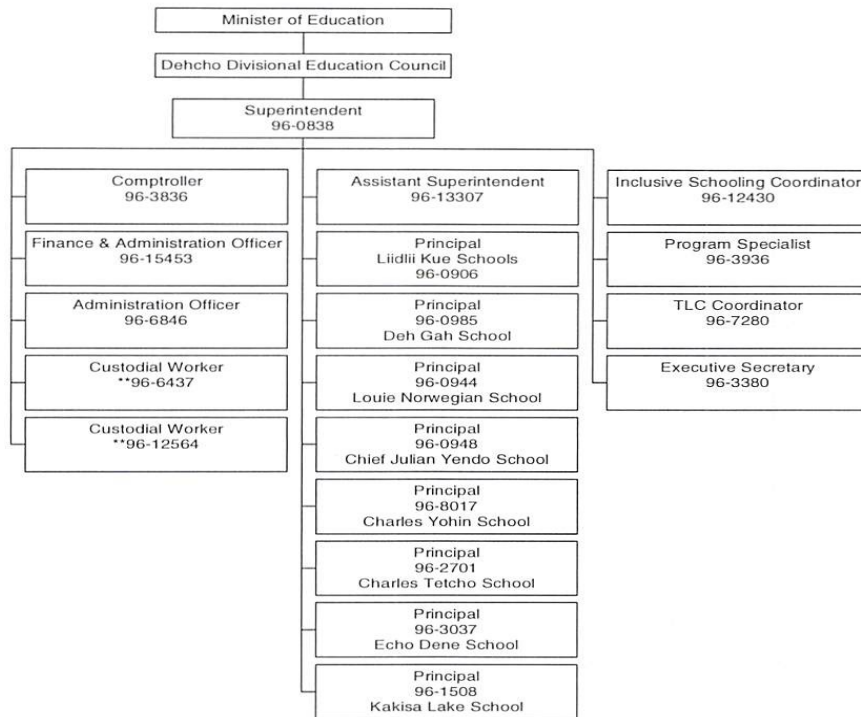
The last elections were held: Fort Liard DEA in December 2019; Fort Providence DEA in December 2019; Fort Simpson DEA in October 2018; Jean-Marie DEA in August 2019; Kakisa DEA in June 2019; Nahanni Bute DEA in June 2019; Sambaa K'e DEA in November 2019; Wrigley DEA in December 2019.

The next elections will be held: Fort Liard DEA in December 2021; Fort Providence DEA in December 2023; Fort Simpson DEA in October 2021; Jean-Marie DEA in August 2022; Kakisa DEA in June 2023; Nahanni Butte DEA in June 2023; Sambaa K'e DEA in December 2021; Wrigley DEA in September 2023

Figure 1: Dehcho Divisional Education Council Functional Organizational Chart



Dehcho Divisional Education Council



**indicates a part time position

Approved: D. Brülé Date: May 23 / 2019
 Superintendent

Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Trustee Orientation	DEA	Roles and Responsibilities	October 2019	Yes	
Dr. Jody Carrington	DEC/DEA	Trauma kids, families, relationships, and the vital importance of connection.	February 2020	No, the dates did not work out. We were going to reschedule, but then the pandemic struck.	
Governance	DEA training for all the communities will be organized in fall, in partnership with ECE	Roles and responsibilities	TBA	Yes, the training took place in Fort Simpson in the month of December	

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 29 2019	Fort Liard	Yes	
December 8 2019	Fort Simpson	Yes	
March 1 and 2, 2020	Fort Providence	Yes	
Potential dates: July 4-5, 2020	Fort Simpson	Yes	

School Profiles

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

Total Number of Schools in District	9	Total Anticipated Student Head Count	449
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School Name	Community	Grades Offered	Programming Highlights
Echo Dene	Fort Liard	JK-12	Northern Distance Learning
Deh Gah	Fort Providence	JK-12	Immersion Programming JK-3 Northern Distance Learning
Liidlii Kue Elementary	Fort Simpson	JK-6	Split and Single Grade Classes
Liidlii Kue Regional High	Fort Simpson	7-12	Northern Distance Learning
Chief Julian Yendo	Wrigley	JK-9	Multi-Grade Classes
Louie Norwegian	Jean Marie River	JK-9	Multi-Grade Classes
Charles Yohin	Nahanni Butte	JK-10	Multi-Grade Classes
Charles Tetcho	Sambaa K'e	JK-9	Multi-Grade Classes
Kakisa Lake	Kakisa Lake	JK-9	Multi-Grade Classes

Student Profile

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.

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

		Grades														FTE Tot
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Fort Liard	Echo Dene	6.0	8.0	5.0	4.0	6.0	3.0	10.0	7.0	6.0	5.5	7	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	9.0	4	18	105.5
Fort Simpson	Liidlii Kue Elementary	11	13	17	7	10	13.0	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	8.0	8.0	20.5	16.5	18.5	88.5
Wrigley	Chief Julian Yendo	1	2	1	2	4.0	1.0	1.0	3.0	3.0	0	1.0	0.0	0.0	0.0	19.
Jean Marie River	Louie Norwegian	0.	0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0	5.0
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	4.0
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	7.0
Sambaa K'e	Charles Tetcho	1.0	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 JK-Grade 9

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

High School Programming

	Regular Program	Regular Program with Accommodations for Difficulty	<u>Regular Program with Accommodations for Enrichment</u>
Number of Students	43	67	0

Individual Education Plans

	K-9	10-12
Number of Students	1	4

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

The current teacher population for the Dehcho Divisional Education Council is 47.75 PYs. Due to declining enrolment and funding reductions, the plan was to reduce the total number of teachers by five for the 2019- 2020 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 fourteen new teachers, four (4) were first year teachers in the profession. Staffing was completed recently 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.

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 such as British Columbia 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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

Regional priorities and goals:	<p>Priorities: Literacy, Writing, Indigenous Education, and Inclusive Schooling</p> <p>Student performance in Literacy is a concern and the problem must be addressed with a clear vision, a strong action plan and well-planned strategies. The only way to move forward is to work together and hold ourselves accountable. OUR TARGETS:</p> <ul style="list-style-type: none">• DDEC intends to bring all K to grade 3 students at level in reading by the end of school year 2021/2022. There will be progress reports every year.• This specific goal in Literacy does not include Deh Gah School for the simple reason that all students are following a K to grade 3 Dene Zhatie language immersion programs. They only start ELA in grade 4.• Measurable performance targets in reading will be set for each grade from grade 4 to grade 12 after students are assessed.• We will implement a Balanced Literacy Intervention Plan.• An assistant superintendent will be hired to supervise literacy implementation, provide training and monitor guided reading in the classrooms. MEASURABLE OUTCOMES:• Literacy: The percentage of Dehcho students reading at level for 2018-2019 was 33 % (Grade 1 to grade 9). The target is to reach 46 % of students reading at level in 2020 (+ 13%)• Writing: The percentage of Dehcho students writing at level/meeting expectations for 2018-2019 was 58 % (Grade 1 to grade 9). The target is to reach 68 % of students writing at level in 2020 (+ 10 %). There again, this specific goal will not include the Deh Gah school data because of the Language immersion program. <p>Promotion and support of Cultural programming: Every school in the Dehcho will receive targeted funding to support after cultural after school activities with local Elders, knowledge keepers</p> <p>Inclusive Schooling: The focus for Inclusive Schooling for the 2019-2020 school year, will be to ensure that all Program Support Teachers are trained in Student Centered Coaching and have an opportunity to complete a minimum of two coaching cycles with teachers in their school. The Student Centered Coaching model is driven by student data. Decisions and planning targets improving student performance in academics. This ties in directly with how PSTs will support the Literacy Initiatives directed by the DDEC.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Curricular alignment checklist	100% of teachers will follow the curriculum	100% followed curriculum	
Dehcho Student Writes (DSW), six traits of writing	100% of school will assess students twice a year using (DSW)	100% assessed in fall	Springtime assessments did not take place due to COVID-19
Fountas and Pinnell Benchmark assessment (JK-8)	100% of our schools will assess students 3 times a year using Fountas and Pinnell	100% assessed in fall	Springtime assessments did not take place due to COVID-19
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.	25	Due to the Covid 19-pandemic, PSTs did not have an opportunity to complete this goal and it will be continued in the next school year
Areas of Strength for the region	Strong vision on literacy and implementing balanced literacy K-6.		
Areas of Development for the region	PST's will continue to work in the area of student-centered coaching using data to guide instruction and intervention.		
Additional Comments for the region	Very encouraged that we will see increased rates of student literacy due to our strong evidenced-based programming.		

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

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>Individual schools in consultation with their DEA and community stakeholders prepare the School Improvement Plans. It is the approved by the District Education Authorities and submitted to the DDEC. Schools will be expected to include goals in the area of Literacy, Indigenous Education, and Inclusive Schooling.</p> <p>All schools will be expected to:</p> <p>1) Implement and monitor the Balanced Literacy Intervention program to reach Regional District Literacy targets.</p> <ul style="list-style-type: none"> 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 <u>all learning environments, processes, and initiatives must nurture personal growth.</u> <p>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.</p> <p>2) Facilitate after school cultural activities with the funding that is provided by the DDEC.</p> <ul style="list-style-type: none"> This targets the DDEC ‘s regional goal to: Respect, encourage and practice cultural values and beliefs. It is also in line with ECE’s Foundational concept (Education Renewal) to: Support a positive sense of identity. <p>3) All teachers will participate in Professional Learning Communities (PLCs) and complete tracking sheets to measure what was learned, whether student learning was enhanced, and outline future steps to be taken. Teachers will complete mid-year PLC surveys. Principals will use evaluation strategies aligned with Thinking classrooms to help support and assess teachers.</p> <ul style="list-style-type: none"> This targets the DDEC’s regional goal to promote excellence in student performance. It is also aligned with 4 of the 8 foundational concepts in the Education Renewal: 1) meaningful relationships as the foundation of all learning; 2) education as an
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ecosystem; 3) constructing knowledge together; and 4) developing competencies.
 4) All schools will ensure that student programming is in place for all students. This will be accurately reflected in the student programming data as well as classroom practices.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% Of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% Of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% Of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% Of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	Literacy programming. Writing as evidenced by DSW.		
Areas of Development for the region	Improving rates of decoding and comprehension		
Additional Comments for the region	We are developing a holistic approach to meet the Social Emotional needs of children to complement academic pursuits.		

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 table details 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 .	Annual School Reviews in the Dehcho in previous years have been informal in nature. During 2019-2020 this process will become formalized and begin with two schools. Schools will be assisted with the collection of data and then supported in creating goals that allow for improvement in this data. It is critical that both non-academic and academic school performance be evaluated. Link to the goals from the SIP
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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.	22% (2/9)	100% (9/9)	We reviewed all School Improvement Plans as part of our Annual review
% Of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100	100% (9/9)	
Areas of Strength for the region	Literacy programming. Writing as evidenced by DSW.		
Areas of Development for the region	Improving rates of decoding and comprehension. Initiating a district numeracy program.		
Additional Comments for the region	We first intend to improve rates of literacy and then will take on a numeracy program.		

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

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>Dehcho Staff are evaluated as per the specific mandates and responsibilities of the position they hold and with regards to their capacity to implement, assess and supervise the goals and directives as mandated by ECE and DDEC. The Superintendent and supervisor of schools assess the principals who, in turn, are responsible for teacher and support staff evaluations.</p> <p>We strive to reach our regional and local targets together as a team. Every employee has a role to play in the overall success of the organization leading to the improvement of student performance. We assess the ability of the individual to achieve (or strive to achieve) regional mandates, and his/her willingness to implement the changes that are needed to reach measurable outcomes.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	2	2	
Number of principal and assistant principals formally evaluated in the school year.	4	2	COVID-19 interrupted the process
Number of Education Body School Support Consultants formally evaluated in the school year.	1	0	COVID-19 interrupted the process
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2	2	
Areas of Strength for the region	More stable staff which leads to stronger evaluation practices		
Areas of Development for the region	Each principal will be assigned staff to evaluate		
Additional Comments for the region			

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 table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities 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 Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.	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. 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 need such as Autism.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% Of Regional training and in-service focused on regional priorities	100%	100%	
% Of Regional training and in-service focused on departmental priorities	100%	100%	
% Of administration days dedicated to training and in-service.	100%	100%	
% Of collaborative STIP time dedicated to regional priorities	100%	100%	
Areas of Strength for the region	The district’s clearly defined vision serves to put forward clear, measurable goals for all schools.		
Areas of Development for the region	Schools will continue to work on achieving goals as set forward in School Improvement Plans		
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Academic achievement is not where it should be. A significant number of students are not at age/grade level. The DDEC is embracing an ambitious vision to bring students to age/grade level in Literacy. We intend to implement an intervention program. Students will be assessed and their instructional reading level identified. Teachers will be trained in both guided reading strategies and assessment. The Supervisor of Schools will be responsible for the Literacy portfolio and will supervise the implementation of this program at the classroom level, with the support of the school principals. Everybody will be supervised, and progress will be monitored.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1	1	
Regional Literacy Action Plan in place for the school year.	Yes	Yes	
Areas of Strength for the region	We have clearly defined literacy goals. We purchased a comprehensive balanced literacy program for all schools		
Areas of Development for the region	The literacy coordinator will continue to seek buy-in and to ensure that the program is being implemented with fidelity.		
Additional Comments for the region			

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The Healthy Food Program (HFP) provides monetary support to improve healthy eating practices throughout the Dehcho. It is especially important in remote communities where the cost of healthy food is often high and often unavailable. Furthermore, HFP plays a crucial role in our fight against absenteeism.</p> <p>HFP ties to DDEC’s goal to: <i>Support the wellness and healthy lifestyles of students, all educational staff, and trustees.</i></p> <p>Furthermore, the HFL program ties to the territorial goal to: <i>Increase learner outcomes by meeting the needs of all parts of the student – social, emotional, spiritual, intellectual and physical.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> ☑ Promote student engagement in choosing healthier beverages ☑ Promote research skills on various topics around nutrition and food.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	Healthy food programming is offered in all schools. Amidst COVID, healthy food programming continued by offering food vouchers in each community or in partnership with local band councils		
Areas of Development for the region	Continue to offer healthy food programming amidst COVID restrictions.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	Echo Dene	Daily snacks of fresh foods and vegetables as well as smoothies.	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
	Liidlii Kue Regional Secondary school	Daily breakfast: cereals, oatmeal, toasts, fresh fruits Lunch: The same breakfast food is available + the snack program offers fruits and vegetables AM and PM. There is also a foods program once a week providing muffins/Breads in the morning and spaghetti, soups, bannock and tacos at lunch.	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
	Liidlii Kue Elementary	The following foods are offered on a daily basis on a rotating basis: Cereals, toasts, French toasts, fruits, eggs and bacon, yogurt, milk and juice. Snack program.	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
	Charles Yohin	Snacks of fruits and vegetables are offered twice a day (AM and PM).	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.

	Chief Julian Yendo	Snacks of fruits and vegetables are offered twice a day (AM and PM)	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
	Kakisa	Breakfast + two snacks a day (AM and PM). The AM snack is offered daily. The Breakfast and the afternoon snack are offered as needed.	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
	Louie Norwegian	Snacks of fruits, vegetables, milk, yogurt and cereals twice a day (AM and PM) + healthy smoothies at least twice a week.	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
	Deh Gah	Breakfast of Oatmeal, cereals and fruits Morning snacks of fruits and vegetables Lunch with quality menu everyday (Stews, etc.).	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
	Sambaa K'e	Breakfast or snacks as needed in the morning: Muffins, pancakes, cereals, eggs and fruits.	Achieved until Covid 19 forced students to stay home.	Balance of remaining funds transferred to community members and student family meals at home during pandemic.
Total number of days and months program is offered in each school.	Echo Dene	Every day of the school year.	Achieved until Covid 19 forced students to stay home.	
	Liidlii Kue Regional Secondary school	Every day of the school year.	Achieved until Covid 19 forced students to stay home.	

	Liidlii Kue elementary	Every day of the school year.	Achieved until Covid 19 forced students to stay home.	
	Charles Yohin	Every day of the school year.	Achieved until Covid 19 forced students to stay home.	
	Chief Julian Yendo	Every day of the school year	Achieved until Covid 19 forced students to stay home.	
	Kakisa	Afternoon snack is offered daily, but breakfast and AM Snack are offered as needed 9 months a year.	Achieved until Covid 19 forced students to stay home.	
	Louie Norwegian	Every day of the school year.	Achieved until Covid 19 forced students to stay home.	
	Deh Gah	Every day of the school year.	Achieved until Covid 19 forced students to stay home.	
	Sambaa K'e	Every day of the school year.	Achieved until Covid 19 forced students to stay home.	
Approximate Total Number of children and youth served each day.	Echo Dene	An average of 60 students daily.	Achieved until Covid 19 forced students to stay home.	
	Liidlii Kue Regional Secondary school	15 students a day for breakfast and 100 students a day for lunch.	Achieved until Covid 19 forced students to stay home.	
	Liidlii Kue elementary	The average attendance hovers around 10-15 students, with the odd day at 3 students. There is a snack program at lunch offering vegetables and fruits, cheese and yogurt.	Achieved until Covid 19 forced students to stay home.	

	Charles Yohin	6 students.	Achieved until Covid 19 forced students to stay home.	
	Chief Julian Yendo	20 students.	Achieved until Covid 19 forced students to stay home.	

	Kakisa	4 students.	Achieved until Covid 19 forced students to stay home.	
	Louie Norwegian	5 students.	Achieved until Covid 19 forced students to stay home.	
	Deh Gah	Breakfast has an average of 60 – 70 students a day. Morning snacks depend on daily school attendance. Lunch has an average of 25 to 30 students a day.	Achieved until Covid 19 forced students to stay home.	
	Sambaa K'e	6 students.	Achieved until Covid 19 forced students to stay home.	
Criteria for participation per school. (Low income, fee, etc.)	<p>All food programs are offered for free to all students without any question or criteria, except for Deh Gah school</p> <hr/> <p>Deh Gah charges a monthly fee of \$ 20 for lunch BUT they never reject a student who cannot pay. An average of 15 – 20 students pay the monthly fee and an average of 10 to 15 students eat for free (no questions asked)</p>		Achieved until Covid 19 forced students to stay home.	

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 table details 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, 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 turned 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 & Pinnell, balanced literacy. All teachers in grade 10-12 will receive training in Reading Apprenticeship.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	100%	100%	
% of support staff from across the region that participate in SSI PD activities.	100%	100%	
Areas of Strength	There is a district wide vision to better understand student needs. We have been successful at creating a collaborative approach to meeting these needs.		
Areas for Development	Continue to identify student needs and address them.		
Additional Comments			

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	We have developed a comprehensive strategy for Safe Schools that includes an evidenced-based ERASE bullying campaign.		
Areas of Development for the region	Safe School plans need to be further operationalized.		
Additional Comments for the region	Communities are very willing to work with schools to create Safe Schools.		

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

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>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 the recommended programs outlined above .</p> <p>The focus for the DDEC will be to ensure that teachers have the training they require to implement these programs as well as the resources that accompany the programs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	9	9	
Number of schools offering LEADS to grade 4-6 students.	9	9	
Number of schools offering the Fourth R to grade 7-9 students.	8	8	
Number of schools offering HRPP to grade 10/11 students.	4	4	
Areas of Strength for the region	Several staff are trained in offering these programs.		

Areas of Development for the region	Continue to train new staff.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	N/A			All programs are being implemented
	N/A			All programs are being implemented
	N/A			All programs are being implemented
	N/A			All programs are being implemented
	N/A			All programs are being implemented

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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
Echo Dene	Dehcho Dene	Core	JK-12	40 minutes per day		
Deh Gah	Dehcho Dene	Core	4-12	40 minutes per day		
Deh Gah	Dehcho Dene	Immersion	JK-3	all day-less 40 minutes		
Charles Yohin	Dehcho Dene	Core	K,1,3,4,5&9	45 minutes per day		
Kakisa Lake	Dehcho Dene	Core	JK-9	30 minutes 3times/week		
Louie Norwegian	Dehcho Dene	Core	1,2,5,6&7	30 minutes per day		
Chief Julian Yendo	Dehcho Dene	Core	JK-9	40 minutes per day		
Liidlii Kue Elementary School	Dehcho Dene	Core	JK-6	40 minutes per day		
Liidlii Kue Regional High School	Dehcho Dene	Core	7-9	TBD		

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.

Regional Inclusive Schooling Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1	1		1	

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)
LKES	1	1		1	
LKHS	1	1		1	
LOUIE NORWEGIAN	.5	.5		.5	
CHIEF JULIAN YENDO	.5	0.5	NOTE: Covered by Itinerant Used to offset Travel costs	.5	
ECHO DENE	1	1		1	
DEH GAH	1	1		1	
KAKISA LAKE	.5	0	COVERED BY ITINERANT	0	COVERED BY ITINERANT
CHARLES YOHIN	.5	.5		.5	
CHARLES TETCHO	.5	0	COVERED BY ITINERANT	0	COVERED BY ITINERANT
ITINERANT	0	1		1	
TOTAL	6.5	6.5		6.5	

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)
ECHO DENE	1.61	.8	TRANSFER TO HIGHER NEEDS SCHOOL	3	Extra support from Jordan Principal program
DEH GAH	1.55	.8	TRANSFER TO OTHER SCHOOL	6	Extra support from Jordan Principal program
FORT SIMPSON	2.82	4.0	SIGNIFICANT HIGHER NEEDS SCHOOL	8	Extra support from Jordan Principal program
LOUIE NORWEGIAN	.09	0	INSUFFICIENT FUNDING	0	
KAKISA LAKE	.06	0	INSUFFICIENT FUNDING		
CHARLES YOHIN	.08	0	INSUFFICIENT FUNDING		
CHARLES TETCHO	.29	.5		.5	
CHIEF JULIAN YENDO	.32	1	TRANSFER FROM SMALLER SCHOOLS	1	
TOTAL	6.81	7.1		18.5	

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)
\$44,335	\$46,000		39,810	Balance not spent due to Covid closures

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	No	Was scheduled for April 2020 but due to the Covid-19 pandemic the training was cancelled
Online and teleconference	PSTs and RISC	Student Centered Coaching	Continuation of course from 2018-2019 (Monthly teleconference and independent study) Expected Completion: Jan 2020	Yes	
In person	PSTs, RISC, Educators, Support Staff	Best Practices in Education for Fatal Alcohol Spectrum Disorder	August 27 th Orientation: Fort Simpson	Yes	
In person	PSTs, RISC, Educators, Support staff	Trauma Informed Schools	August 27 th Orientation: Fort Simpson	Yes	
In person	PST's/Principals	Implementing	a. September	September And January- Yes	

		the Inclusive Schooling Directive in Schools (topics will vary)	2019: Fort Simpson b. January 2020: Fort Simpson c. May 2020: Fort Simpson		Due to the Covid-19 pandemic the in person meeting for May was cancelled
Conference (VIA Webinar)	PSTs, Parents, Educators, Support Staff working directly with Individuals	Best practices in Autism	January 2020	yes	
Conference	PSTs , RISC	Student Centered Coaching Institute	Conference schedule not released at time of this report	no	All PSTs were registered to attend in February however, the Student Centered Coaching Institute cancelled the session due to low enrolment
In person	School staff Who have not had previous training	Go-To Educator: Mental Health Literacy	To be determined based on allocated STIP	No	Not requested by Schools
In person	Support Staff and PSTs	Non-Violent Criss Intervention Training	To be determined	Yes	Echo Dene Support Staff were trained in February 2020
In person	PSTs, Teachers. Support Staff. Administrators	Behavior from a Self-Regulation Lens	Staff Orientation August 2019	Yes	

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

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>Professional Development is a critical component of building capacity in Inclusive Schooling. All Program Support Teachers (PSTs) in the Dehcho have held the positions for only 1-3 years. This translates to the need to provide Professional Development to build the skill and confidence levels of these PSTs so that they are able to effectively support the teachers they work with. This directly links to the district goal of promoting student excellence. Teachers who collaborate with PSTs learn additional flexible instructional strategies to promote and ensure student excellence for all learners.</p> <p>The Specific focus for PSTs this year is in the area of Student-Centered Coaching (highlighting flexible instructional strategies), Autism, and</p>
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	Mental Health Literacy.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference <i>(if applicable)</i>
% 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.	50	50	
% 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.	25	0	Internet connectivity issues in schools did not allow for assistive technology
Areas of Strength for the region	<p>PST commitment to ensuring that all school staff understand inclusive school practices and how their role impacts the culture of inclusion.</p> <p>SBST's are more effectively utilized in schools as a key problem solving and student needs collaboration method</p>		
Areas of Development for the region	<p>Assistive technology is essential for Dehcho students. This often requires access to stable internet and connectivity. Improving technology throughout the district is an ongoing area of development that will also support inclusive schooling practices in assistive technology</p> <p>Continued commitment from school staffs to identify and develop flexible instructional strategies is a necessary area of development for the Dehcho</p>		
Additional Comments/Requests for Support for the region			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract
Merrill Dean	Educational Assessments and consultation	Assessment for complex cases that require specialized testing for diagnosis	<ul style="list-style-type: none"> - Liidlii Kue Elementary School - Liidlii Kue Regional High School 	As and when (1800.00 in 2019-2020)

<p>Children's Autism Services of Edmonton</p>	<p>Autism education/awareness and programming support</p>	<p>Significant population of diagnosed and/or queried students with ASD</p>	<ul style="list-style-type: none"> - Liidlii Kue Elementary School - Liidlii Kue Regional High School - Louie Norwegian School - Dehgah School 	<p>2019-2020 Cost: \$16 500 3 yearly visits Due to the Covid Pandemic only two visits were arranged</p>

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 (\$)
\$61,699	5,141	Computer equip to assist functional capabilities	\$56,558 under. Many planned programs for the spring semester were cancelled due to COVID closures as well as limited internet connectivity prior to Covid 19

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioral, 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.

Community	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
Fort Liard	\$18,948			0	No specific program initiated in each community in 2020
Fort Providence	\$18,046			0	"
Fort Simpson - LKES	\$23,589			0	"
Fort Simpson - LKRHS				0	"
Jean Marie River	\$12,086			0	"
Kakisa Lake	\$11,571			0	"
Nahanni Butte	\$12,463			0	"
Sambaa K'e	\$14,887			0	"
Wrigley	\$14,038			0	"
TOTAL	\$125,628			0	

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 table details 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.	Excellence in student performance is one of the strategic goals of the Dehcho Divisional Education Council. In order to meet the needs of all students in a common learning environment and ensure excellence, SSPs and IEPs become critical elements in the Inclusive School Plan. The process for the development of SSPs and IEPs in the Dehcho has been firmly established over the last three years. An area of focus this year will be on the improved implementation of SSPs and IEPs in JK-12 classrooms. PSTs will improve their instructional strategy toolbox. Principals will be expected to monitor classroom instruction and ensure that these plans are in place, reflected in year, unit and daily plans, and are identifiable in lesson observations.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100	100	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100	100	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	75	50	Effective High School Inclusive Schooling practices continue to be an area of concern
Number of students not able to participate in the Common Learning Environment in their home community.	5	5	Provided homeschool options due to severe social anxiety issues
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	75	50	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100	100	
Number of students in temporary residency situations or homebound for whom education programs are provided.	6	8	2 additional students attended treatment facilities

Number of times per month that the RISC meets with PSTs via video/phone conference?	1-2	1-2	
Number of times per year that the RISC meet with the PSTs in person	5	3	2 meetings were cancelled due to the Covid 19 pandemic
Areas of Strength for the region	<p>Principals indicated that all teachers are using differentiated lesson plans that reflect the programming needs of students</p> <p>PSTs closely monitor and support SSP and IEP development ensuring that programming is in place and it is reviewed at the designated times.</p>		
Areas of Development for the region	<p>Continued development of class reviews and profiles to set goals for class-wide supports</p> <p>Using Class reviews and profiles in High School. Currently this process has only been used by JK-9 teachers.</p> <p>Further Professional Development in the area of High School Inclusion to ensure that accommodations are in place and that IEP goals are incorporated into daily lesson planning by High School Teachers.</p> <p>Ensuring that students are placed in the correct courses and that instruction is based on the curriculum for the course will be a continued area of development</p>		
Additional Comments for the region			

Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>Flexible instructional strategies support student achievement and promote student wellness. School staffs require time for in-depth learning and practice in order to become effective in such practices. In the Dehcho all teachers are allocated weekly or biweekly collaboration time with the PST where these strategies can be explored. The Principals promote flexibility in scheduling so that the PST can work directly in classrooms with teachers in co-teaching or coaching cycles. Schools also have STIP time where additional collaboration is planned and support assistants are included.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100	100	
% of support assistants who receive support through adequate scheduled time with PST.	100	100	
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100	100	
% of classroom teachers who will meet with the PST at least once a month.	100	100	
% of support assistants who will meet with PST at least once a month.	100	100	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	50	50	
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100	100	
% of schools that have a fair process for equitable access to extra-curricular activities.	75	50	Not all schools have developed a policy for their schools for equitable access to extra-curricular. Focus for 2020-2021
Areas of Strength for the region	PSTs have arranged schedules to meet regularly with teachers and support assistants. This has been made a priority at the school level and monitored by the administration. PSTs have a menu of options that they can choose from for the meetings to continue the inclusive schooling collaboration.		
Areas for Development for the region	One area for development is finding alternate ways for Support Assistants to have scheduled meeting time with the teachers. Given the work hours and the complex needs students requiring continual monitoring		

	<p>teacher/support assistant collaboration is limited.</p> <p>Ensuring a fair process for equitable access to extra-curricular for students with complex needs is an ongoing challenge. Further conversations and brainstorming with schools will be necessary to ensure that extra-curricular is accessible.</p>
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Additional Comments for the region	
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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 table details 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.	It is a regional expectation that all schools will schedule a minimum of one SBST meeting per week. This time slot is prioritized above all other school activities. Program Support Teachers submit a SBST checklist (signed by the principal) to the Regional Inclusive Schooling Consultant (RISC) by the end of September, indicating that the SBST is in place and the processed have been reviewed with staff. Monthly PST reports submitted to the RISC indicate the number of SBSTs held as well as the focus of these team meetings. The RISC will follow-up with the Principals and PSTs to support SBST development where necessary throughout the school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100	100	
% of teachers who know how to access the SBST	75	100	PSTs worked with all school staff members to ensure that this process was outlined clearly
% of schools that are using a referral process to notify SBST about specific student needs.	100	100	
% of schools that keep written records of SBST meetings.	100	100	
Areas of Strength for the region	Schools established the SBSTs early and provided ongoing support throughout the school year. All PSTs continued to provide virtual/teleconference with teachers during the Covid 19 pandemic. It served to be a valuable collaborative tool for support for teachers.		
Areas of Development for the region	Continued work on quality of record keeping and note taking during SBST meetings		

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	Echo Dene School	Three/month 60min/meeting	Three/month 60min/meeting	
	Liidlii Kue Elementary	Three/month 60min/meeting	Three/month 60min/meeting	
	Liidlii Kue Regional High School	Three/month 60min/meeting	Three/month 60min/meeting	
	Degas Elementary and Secondary School	Three/month 60min/meeting	Three/month 60min/meeting	
	Chief Julian Yendo	one/month 60min/meeting	one/month 60min/meeting	
	Charles Tetcho	one/month 60min/meeting	one/month 60min/meeting	
	Kakisa Lake School	one/month 60min/meeting	one/month 60min/meeting	
	Charles Yohin	one/month 60min/meeting	one/month 60min/meeting	
	Louie Norwegian	one/month 60min/meeting	one/month 60min/meeting	

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>SSPs and IEPs are reviewed and updated at reporting times. The deadlines for these updates are provided at the beginning of the school year in a PST calendar of important dates . The Regional Inclusive Schooling Consultant reviews all SSPs and IEPs in the first term to ensure that plans are completed correctly, providing support where necessary. The RISC completes random checks on plans in the subsequent terms.</p> <p>In addition, PSTs review the process for SSPs and IEPs at the beginning of the school year with staff. There is a checklist for both PSTs and Teachers for SSPs and IEPs that clarifies the process and can be used with all teachers but is most useful for new teachers.</p> <p>The area of focus this year will be on ensuring that SSPs and IEPs have an improved parent and student consultation component.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	75	75	
% of teachers completing IEPs for student requiring them in consultation with parents.	100	100	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	75	75	
% of parents participating in developing IEPs for those students requiring them.	100	100	
% of students participating in developing their own SSPs, when required and appropriate.	50	50	
% of students participating in developing their own IEP, when required and appropriate.	25	25	
Areas of Strength for the region	Individual Education Plans are always designed with parent input. Most students on IEPs require support to participate in their programming. This has improved in our district this year.		
Areas of Development for the region	Ensuring that parents are included in any and all school programming planning. This may require some problem solving around how to engage parents who are not actively involved in the program planning process, including incentives, parent-friendly language, fact sheets, etc.		
	It is also critical to continue to develop opportunities for students to be		

	actively involved in all aspects of their programming. This includes, understanding their working grade level, outlining expectations for advancement to the next level, and student advocacy for the supports they need particularly as they advance to higher grades.
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Additional Comments for the region	
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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.	PSTs in the Dehcho are expected to align their time use with the allocated targets set out in the Inclusive Schooling Directive. This is also reviewed with the Principals each year. PSTs submit a monthly report and schedule to the Regional Inclusive Schooling Consultant (RISC), outlining their activities for the month in each area of time use. This is reviewed by the RISC and feedback/support provided if the time use recommendation has some differences.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	70	70	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	70	70	
% of PSTs spending no more than 15% of their time on planning and organizational duties	70	70	
Areas of Strength for the region	The PST role in the Dehcho is understood more clearly by school staff. This has resulted in PSTs being able to more closely meet the priority-time use guidelines		
Areas of Development for the region	Although improving, the PST role in coaching and co-teaching inside the classroom will continue to be an area of focus. Many teachers continue to prefer pull-outs rather than push in type interventions.		
Additional Comments for the region			

4. Indigenous Languages and Education

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

Regional Indigenous Language and Education Coordinators

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

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized 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	1		1	

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, 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)
ECHO DENE	1.19	1		1	
DEH GAH	1.18	1		1	
FORT SIMPSON	1.74	2		2	
LOUIE NORWEGIAN	.5	.5		0	Unable to staff position but staffing in progress
KAKISA LAKE	.5	.7		0	Unable to staff position but staffing in progress
CHARLES YOHIN	.5	.5		0	Unable to staff position but staffing in progress
CHARLES TETCHO	.5	.5		.5	
CHIEF JULIAN YENDO	.5	1	Incumbent in full time position despite funding allocated at .5	1	
TOTAL	6.61	7.2		5.5	

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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)
ECHO DENE	\$35,100	\$35,000		33,951	
DEH GAH	33,900	35,000		53,540	Extensive on the land and language initiatives in 2020
FORT SIMPSON	67,800	70,000		65,941	Covid closure reduced some activities
LOUIE NORWEGIAN	29,250	32,000		11,590	Reduced program due to staffing and Covid
KAKISA LAKE	28,250	32,000		12,072	Reduced program due to staffing and Covid
CHARLES YOHIN	30,250	32,000		23,758	Covid closure reduced some activities
CHARLES TETCHO	33,500	32,000		24,645	Covid closure reduced some activities
CHIEF JULIAN YENDO	31,250	32,000		35,486	Very active language and culture programs
TOTAL	\$289,300	\$300,000		260,983	

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. It is important for 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.

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.	All Dehcho schools will use Dene Kede, Our Language Curriculum, Elders in the School Handbook, and the Indigenous Languages & Culture Handbook (pages 17-25) in planning and delivering programs and activities that will promote school-community relationships in all schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	33%	33%	
% of schools with Elders in Schools programming	100%	100%	
% of schools hosting community gatherings rooted in local cultures	100%	100%	
Areas of Strength for the region	All schools made connection with local community to build the school-community relationships.		
Areas of Development for the region	The schools will need to continue building consistent and culturally meaningful connections with their Indigenous communities.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school	Echo Dene School	10 visits	4 visits	Due to COVID 19 school closure
	Deh Gah School	10 visits	5 visits	Due to COVID 19 school closure
<i>(i.e. Part-time/full-time/project or event specific)</i>	Charles Yohin School	10 visits	1 visit	Three additional attempts were made but were cancelled due to weather (seasonal ferry operations and unable to fly). Additionally, cancelled visits due to COVID 19 school closure.
	Kakisa Lake School	10 visits	1 visit	Scheduling challenges resulted in less visits than anticipated. Seasonal ferry restrictions caused additional challenges. Additionally, cancelled visits due to COVID 19 school closure.
	Louie Norwegian	10 visits	0 visits	Scheduling challenges resulted in less visits than anticipated. Seasonal ferry restrictions caused additional challenges. Additionally, cancelled visits due to COVID 19 school closure.
	Charles Tetcho	10 visits	4 visits	Challenges with coordinating schedule due to seasonal weather and staff changes. Additionally, cancelled visits due to COVID 19 school closure.
	Chief Julian Yendo School	10 visits	3 visits	Challenges with coordinating schedule due to seasonal weather from ferry restrictions and inability to fly. Additionally, cancelled visits due to COVID 19 school closure.
	Liidlii Kue Elementary School	10 visits	8 visits	Due to COVID 19 school closure
	Liidlii Kue Regional High School	10 visits	2 visits	Due to COVID 19 school closure
		*Two land and culture based camps for JK-12 grades with Elders involved in planning and teaching traditional activities. *Telling stories, and sharing	One Fall camp was delivered. Elders and Knowledge Keepers participated. From	The second on the land camp scheduled for Spring was cancelled due to COVID 19 school closure.

Type of activities provided through Elders in Schools
(description/grades)

<p>Echo Dene School</p>	<p>historical information *Elders to teach language and skills around home activities such as cooking , sewing and cutting wood. *K-12 classroom involved dependent upon individual class plans.</p>	<p>September to February all listed school activities that were completed.</p>	
<p>Deh Gah School</p>	<p>*Three land and culture based camps for K-12 with Elders involved in planning and teaching traditional activities. *Telling stories, and sharing historical</p>	<p>Two on the land camps were delivered with all listed activities facilitated.</p>	<p>The third land based camp scheduled was cancelled due to COVID 19 school closure.</p>

		<p>information.</p> <p>*Elders to teach language and skills around home activities such as cooking, sewing and cutting wood.</p> <p>*K-12 classroom involvement dependent on individual class plans.</p>		
	Charles Yohin School	<p>*Two on the land camps with Elders involved in planning and teaching traditional skills.</p> <p>*Telling stories and sharing historical information.</p> <p>*Elders to teach language and skills around home activities such as cooking, sewing and cutting wood.</p> <p>K-10 classroom involved dependent on individual classroom plans.</p>	One on the land camp was delivered with all the listed activities facilitated.	The second on the land camp scheduled was cancelled due to COVID 19 school closure.
	Kakisa Lake School	<p>*Two on the land camps with Elders involved in planning and teaching traditional skills.</p> <p>*Telling stories and sharing historical information.</p> <p>*Elders to teach language and skills around cooking, sewing, and cutting wood.</p> <p>*K-10 classroom involved dependent on individual classroom plans.</p>	One on the land camp was delivered with all the listed activities facilitated	The second on the land camp scheduled was cancelled due to COVID 19 school closure.
	Louie Norwegian School	<p>*Two on the land camps with Elders involved in planning and teaching traditional skills.</p> <p>* Telling stories and sharing historical</p>	One on the land camp was delivered with all the listed activities facilitated	The second on the land camp scheduled was cancelled due to COVID 19 school closure.

		<p>information. *Elders to teach language and skills around activities cooking, sewing and cutting wood. *K-10 classroom involved dependent on individual classroom plans.</p>		
	Chief Julian Yendo School	<p>*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 involved dependent on individual classroom plans.</p>	Elders taught drumming and preparing traditional foods with the students and staff.	Other listed activities were not facilitated due to COVID 19 school closure.
	Liidlii Kue Regional High School	<p>*Elders to teach language and skills around home activities such as cooking, sewing and cutting wood. *Telling stories and sharing historical information.</p>	<p>Sewing instruction was offered during the lunch hour.</p> <p>Students in the Dene Zhatie class participated in a three day on the land camp.</p>	<p>Other listed activities were not facilitated due to COVID 19 school closure.</p> <p>Need to develop partnerships with Indigenous agencies to better bring community into school. More cultural events that invite community into the school should be planned.</p>
	Liidlii Kue Elementary School	<p>Two on the land camps with Elders involved in planning and teaching traditional skills. Telling stories and sharing historical information. K-10 classroom involved dependent on individual classroom plans.</p>	The fall on the land camp was delivered with all the listed activities facilitated.	<p>The second on the land camp scheduled for the Spring was cancelled due to COVID 19 school closure.</p> <p>Need to develop partnerships with Indigenous agencies to better bring community into school.</p> <p>Need to develop partnerships with Indigenous agencies to better bring community into school. More cultural events that invite community into the school should be planned.</p>

	Charles Tetcho School	Two on the land camps with Elders involved in planning and teaching traditional skill. *Elders to teach language and skills around home activities	The fall on the land camp was delivered with all the listed activities facilitated	The second on the land camp scheduled for the Spring was cancelled due to COVID 19 school closure.
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		such as cooking, sewing and cutting wood. *Telling stories and sharing historical information.		
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	Echo Dene School	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.	Community connections were completed by the following events: meet and greets, Christmas concert, end of term celebrations, bannock and tea events, student-run dances, Remembrance Day service, fiddling instruction and concert.	Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.
	Deh Gah School	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.	Community connections were completed by the following events: feeding the fire, regular lunches with the community, visits to the Senior's home, Christmas concert, seasonal celebrations within the classrooms with invited community members and elders.	Additional planned activities to build school-community relationships where are facilitated due to COVID 19 school closure.

	<p>Charles Yohin School</p>	<p>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.</p>	<p>Community connections were completed by the following events: visiting Elder's homes, Christmas concert, Thanksgiving lunch, Valentine's Day tea, and regular project promoting cultural activities (such as sewing, setting snares, preparing food, etc.) were delivered with and for Elder and Knowledge Keepers.</p>	<p>Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.</p>
	<p>Kakisa lake School</p>	<p>At least three opportunities to connect with community groups to collaborate on cultural opportunities.</p>	<p>Community connections were completed by the following events: students and staff prepared birthday celebrations for each Elder in the community. Additionally, a Christmas concert was delivered.</p>	<p>Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.</p>

Additional planned activities to build school-community relationships were post-phoned due to COVID 19 school closure.

		These can include feasts, drum dances, Dene language literacy events, storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		
	Louie Norwegian School	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.	More than three opportunities to build school-community relationship based on the listed activities were delivered.	Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.
	Chief Julian School	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.	A drumming project was delivered in the fall. Additionally, a Christmas concert and a Thanksgiving dinner was delivered to encourage school-community relationship.	Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.
	Liidlii Kue Regional High School	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.	Community connections were completed by the following events: feeding the fire at start of the school year, moose feast, meet and greet, school renaming celebration, lunch hour traditional hand games with Elders, lunch hour sewing	Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.

			instruction, and the corn boil feast.	
	Liidlii Kue Elementary	At least three opportunities to connect with community	Community connections were completed by the following events: feeding the fire at start of the school year, moose feast, meet and greets, literacy nights, school renaming celebration, the corn boil feast, Christmas concerts, and awards ceremony (such as end of term, and weekly Dene Law recognition).	Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.

	School	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.		
	Charles Tetcho School Sambaa Kue	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.	Community connections were made by the following events: new school opening celebration, Christmas concert, one community feast, inviting members of the community into the school.	The staffing turnover resulted in incomplete delivery of objectives. Additional planned activities to build school-community relationships were not facilitated due to COVID 19 school closure.

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region’s approach to Strengthen Training for Northern Educators and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators , including % of current teachers who have received Residential Schools Awareness training.</p>	<p>Cultural orientation days are mandated by ECE to provide time for the teachers to learn about the culture and heritage of their communities. In the Dehcho, these days are held alternately 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 execute the activities. Support Assistants are included and funded by the DDEC. Local Cultural Orientation days are held at individually determined dates. Often teachers will join the community fall hunt or arrange winter camping experiences. All Dehcho schools will use Dene Kede, Our Languages Curriculum, Elder in the School Handbook, and the Indigenous Language and Culture Handbook (pages 27-36) to support for planning training for Northern Educators.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>100% of staff All schools will collaborate with their DEA and local First Nation to provide Cultural Orientation and other on land opportunities. ILE face-to-face</p>	<p>100%</p>	

	workshops will occur at least three times during the year.		
% of schools holding Teacher Cultural Orientation Days	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participants	All staff will participate in residential school awareness training Aug 28, 2019.	This was fully delivered and facilitated by ECE staff.	
Areas of Strength for the region	Schools were eager to participate and clarify the ILE Handbook Action Plans.		
Areas of Development for the region	The remaining school need to receive ILE workshops and create ILE Committees.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days. Number of local resource people involved in planning and delivering Cultural Orientation Days.	Echo Dene Deh Gah Charles Yohin Charles Tetcho Louis Norwegian Liidlii Kue Elementary Liidlii Regional High Kakisa Lake Chief Julian Yendo	100% of all staff will participate in two days Cultural Orientation Days. Activities and other resource people will be determined after specific plans are completed.	100%	

Different table (other document p.48) will be placed here, so that you can include number of local people involved in planning and delivering for each school. The targets being set here are to strive towards to achieve implementation.

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 table details 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)	All schools in the Dehcho will use Dene Kede, Our Languages Curriculum, Elders in the School Handbook, and the Indigenous Languages & Education Handbook (pages 37-45) in planning and delivering programs and activities that will promote a whole language approach to Dene language use.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100	100%	
% of schools offering Indigenous language training and support to all staff members.	100	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100	100%	
Areas of Strength for the region	Indigenous language signage and culturally relevant information is displayed in all Dehcho schools.		
Areas of Development for the region			
Additional Comments for the region	COVID 19 school closures in the region impacted our ability to broaden all staff and student’s Dene language speaking opportunities, for example developing student-led morning school announcements, assembly presentations, increasing conversational dialogue in the schools.		

School Specific Performance	School	School Targets	Achieved Results	Explanation for difference
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Indicators				
<p>Initiatives in place to promote a Whole School Approach to Language Use.</p>	<p>Echo Dene School Fort Liard</p>	<p>*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, 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 classrooms.</p>	<p>The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.</p>	<p>Due to COVID 19 school closure the full implementation of these objectives were halted.</p>
	<p>Deh Gah School Fort Providence</p>	<p>*Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment. *Provide opportunity to use Dene Zhatie in morning announcements, assemblies, and special events such as prayers and feeding the</p>	<p>The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.</p>	<p>Due to COVID 19 school closure the full implementation of these objectives were halted.</p>

		<p>fire. *Encourage Dene Language Instructors to offer impromptu language lessons outside the of the Dene language classroom. *Display Dene Language written signage throughout the school and in classrooms.</p>		
	<p>Charles Yohin Nahanni Butte</p>	<p>*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. *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.</p>	<p>The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.</p>	<p>Due to COVID 19 school closure the full implementation of these objectives were halted.</p>

	Kakisa Lake Kakisa	?		
	Louie Norwegian School Jean Marie River	<p>*Staff will learn greetings and two statements in Dene Zhatie relating to the school environment.</p> <p>*Provide the opportunity to use Dene Zhatie in morning announcements, assemblies, and special events such as prayers and feeding the fire.</p> <p>*Encourage Dene Language Instructors to offer impromptu language lessons of the Dene language classroom.</p> <p>*Display Dene Language written signage throughout the whole school and in the classrooms.</p>	The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.	Due to COVID 19 school closure the full implementation of these objectives were halted.
	Chief Julian School Wrigley	<p>*Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment.</p> <p>*Provide opportunity to use Dene Zhatie in morning announcements, assemblies and special events such as prayers</p>	The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.	Due to COVID 19 school closure the full implementation of these objectives were halted.

		<p>and feeding the fire. *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.</p>		
	<p>Liidlii Kue Elementary School Fort Simpson</p>	<p>*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. *Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom. *Display Dene Language written signage throughout the schools and in the classrooms.</p>	<p>The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.</p>	<p>Due to COVID 19 school closure the full implementation of these objectives were halted.</p>

	<p>Liidlii Kue Regional High School</p>	<p>*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.</p>	<p>The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.</p>	<p>Due to COVID 19 school closure the full implementation of these objectives were halted.</p>
	<p>Charles Tetcho School Sambaa K'e</p>	<p>*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.</p>	<p>The implementation of the school wide approach and the activities planned were initiated and delivered until March 2020.</p>	<p>Due to COVID 19 school closure the full implementation of these objectives were halted.</p>

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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>All schools in the Dehcho will use Dene Kede, Our Languages Curriculum, Elders in the School Handbook, and the Indigenous Language & Education Handbook(pages 49-57) in planning and delivering programs and activities that will promote the process of indigenizing teaching and learning practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.	100	100% until March 2020	
% of schools planning to implement Indigenous Teaching and Learning Practices.	100	100% until March 2020	
Areas of Strength for the region	The Indigenous Language teachers during STIP collaboration time shared relevant traditions and activities with all other staff. There was increased Elder participation in the whole school. Community members began to use greeting phrases when coming into the schools.		
Areas of Development for the region	More training opportunities and awareness for all staff on Dene ways of learning and pathways to incorporate Indigenous teaching practices into their daily plans.		
Additional Comments for the region	COVID 19 school closures in the region impacted our ability to offer all workshops and professional development training for staff in all schools to Indigenize teaching and learning practices. For example, sharing Dene Kede with staff and how to integrate DK into core subject, and protocols to involve Elders in the schools.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
<p>Indigenous teaching and learning practices being focused on each school (spiral, holistic, experiential and/or relational).</p>	<p>Echo Dene School Fort Liard</p>	<p>* At least 1 STIP time 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 demonstration traditional activities. *Staff will provide opportunities for students to participate in community events such political meetings, winter carnival, Elders birthdays, Treaty Day, etc.</p>	<p>STIP planning with Dene Yatie teacher and Elders in the school and participation in community events continued until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p>
	<p>Deh Gah School Fort Providence</p>	<p>*At least 1 STIP time a month will be used to collaborate with Dene Language instructors on</p>	<p>STIP planning with Dene Yatie teacher and Elders in the school and participation in community events continued until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p>

		<p>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, Elders birthdays, etc.</p>		
	<p>Charles Yohin School</p> <p>Nahanni Butte</p>	<p>*At least ISTIP 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</p>	<p>STIP planning with Dene Yatie teacher and Elders in the school and participation in community events continued until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p>

		<p>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 etc.</p>		
	<p>Kakisa Lake School Kakisa</p>	<p>*At least ISTIP 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</p>	<p>STIP planning with Dene Zhatie teacher and Elders in the school and participation in community events continued until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p>

		<p>for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		
	<p>Louie Norwegian School Jean Marie</p>	<p>*At least ISTIP 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 etc.</p>	<p>STIP planning with Dene Zhatie teacher and Elders in the school and participation in community events continued until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p>

	<p>Chief Julian Yendo School</p> <p>Wrigley</p>	<p>*At least ISTIP 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.</p> <p>*Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities.</p> <p>* Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		
	<p>Liidlii Kue Elementary School</p> <p>Fort Simpson</p>	<p>*At least I STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching</p>	<p>STIP planning with Dene Zhatie teacher not implemented.</p>	<p>Due to COVID –19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p> <p>More collaborative between Indigenous Language Teacher and classroom Teachers is needed. Use of the STIP collaboration day would assist and facilitate this planning.</p>

		<p>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 etc.</p>		
	<p>Liidlii Kue Regional High School</p>	<p>*At least I 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</p>	<p>STIP planning with Dene Zhatie teacher not implemented.</p> <p>A regional Dehcho K'ehodi Stewardship meeting was hosted at the LKRHS by DFN in February 2020. Students from the school participated throughout the three day meeting.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p> <p>More collaborative between Indigenous Language Teacher and classroom Teachers is needed. Use of the STIP collaboration day would assist and facilitate this planning</p>

		<p>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 etc.</p>		
	<p>Charles Tetcho School Sambaa K'e</p>	<p>*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.</p>	<p>STIP planning with Dene Zhatie teacher not implemented.</p>	<p>Staffing changes and challenges impacted program delivery. Due to COVID –19 school closure, these objectives were halted for delivery in classroom and schools. Student packages were sent home during school closure.</p>

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 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 (Required 2021)	All schools in the Dehcho will use Dene Kede, Our Languages Curriculum, Elders in The School Handbook, and the Indigenous Languages & Education Handbook (pages 49 – 57) in planning and delivering programs and activities that will promote indigenizing content and curricula programs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	All principals and RILE Coordinator will visit classroom at least once a month to review lesson and unit plans with ILI.	RILE Coordinator met with Indigenous Language Teachers and Principals every month to review lessons and unit plans. Support and materials were provided to assist in OLC and Dene Kede implementation.	
% of schools focused on Indigenizing content for curricula and programming.	100	100	
Areas of Strength for the region	Willingness to create a welcoming environment and strive to incorporate Dene Kede, Indigenous signage, morning announcements in Dene and learning Dene language phrases in all schools was evident.		
Areas of Development for the region	All staff in the Dehcho region were requesting training with Dene Kede.		

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	Echo Dene School Fort Liard	100	100	
	Deh Gah School Fort Providence	100	100	
	Charles Yohin School Nahanni Butte	100	100	
	Kakisa Lake School Kakisa	100	100	
	Louis Norwegian School Jean Marie River	100	100	
	Chief Julian Yendo School Wrigley	100	100	
	Liidlii Kue Elementary School Fort Simpson	100	100	
	Liidlii Kue Regional High School	100	100	
	Charles Tetcho School	100	100	

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 offer key cultural experiences	Land based and other traditional activities support and provide opportunities to engage in various Dene cultural experiences. These experiences generate respect and cooperation in understanding Dene world views, values and beliefs. All schools in the Dehcho will use Dene Kede, Our Language Curriculum, Elders in the School Handbook, and the Indigenous Language & Education Handbook (pages 67-75) in planning and delivering programs and activities that will promote key cultural experiences.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100	50	All schools had planned to deliver on the land cultural experiences for their students. However due to the COVID 19 school closures full delivery of this objective was impacted.
% of schools with Key Cultural Experiences that include full staff participation.	100	100	For the programming that was delivered, full staff participation was achieved.
Areas of Strength for the region	More Elders were willing to participate in key cultural experiences because payment to Elders was changed. This enabled Elders to be paid for their time and knowledge with gas cards, food vouchers and materials and resulted in increased Elder participation on activities.		
Areas of Development for the region	Staff needs additional training in Dene ways of learning and knowing and needs to participate in authentic and relevant activities that provide insights and protocols when offering key cultural experiences.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
<p>Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)</p> <p>Type of Key Cultural Experiences provided</p>	<p>Echo Dene School</p> <p>Fort Liard</p>	<p>All students K-12 and staff will receive authentic and key cultural experience throughout daily school programming. Echo dene School will have spring and fall cultural camps. 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.</p>	<p>These objectives were partially achieved.</p> <p>One Fall camp was delivered, daily programming was implemented until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.</p>
	<p>Deh Gah School</p> <p>Fort Providence</p>	<p>All students K-12, and staff will receive authentic and key cultural experiences throughout daily school programming. Other cultural opportunities and experience such as making drums, tanning moose hides, hand game</p>	<p>These objectives were partially achieved.</p> <p>Two on the land camps were delivered, daily programming was implemented until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.</p>

		<p>tournaments, arctic sports and Dene games will be offered.</p> <p>At least three on-the land camps will be offered for all students K-12. This will include Take A kid Trapping, seasonal camps, and varying experiential opportunities on the river.</p>		
	<p>Charles Yohin School</p> <p>Nahanni Butte</p>	<p>All student K-6 and staff will receive authentic and key cultural experiences throughout daily school programming. Fall and Spring seasonal on - the -land camps will provide learning traditional skill, (Take a Kid Trapping) playing traditional games, and assisting with food gathering and preparation.</p>	<p>These objectives were partially achieved.</p> <p>Regular opportunities to engage in learning on the land that included Elders and key cultural experiences were provided until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.</p>
	<p>Kakisa Lake School</p> <p>Kakisa</p>	<p>All students K-10 and staff will receive authentic and key cultural experiences</p>	<p>These objectives were partially achieved.</p> <p>One on the land camp was delivered for students.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.</p>

		<p>throughout daily school programming. One seasonal on-the-land camp will be offered to include learning traditional skills, playing traditional games, and assisting with food gathering and preparation.</p>		
	<p>Louie Norwegian School</p> <p>Jean Marie River</p>	<p>All students K-9 and staff will receive authentic and key cultural experiences throughout daily school programming. Two seasonal on-the-land-camps will be offered to include learning traditional skills, playing traditional games, learning the importance of water and assisting with food gathering and preparation.</p>	<p>These objectives were partially achieved.</p> <p>One Fall camp was delivered, daily programming was implemented until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.</p>
	<p>Chief Julian Yendo School</p> <p>Wrigley</p>	<p>All students K-10 and staff will receive authentic and key cultural experience throughout daily school programming.</p>	<p>These objectives were partially achieved.</p> <p>Daily programming was implemented until March 2020.</p>	<p>Due to COVID -19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.</p>

Type of Key Cultural Experiences provided		One on-the-land seasonal camp will be offered.		
	Liidlii Kue Elementary School Fort Simpson	All students JK-6 and staff will receive authentic and key Cultural experience throughout daily school programming. Two seasonal on-the-land camps will be offered teaching traditional skills, playing traditional games, and assisting in gathering and preparing food.	These objectives were partially achieved. One Fall camp was delivered, daily programming was implemented until March 2020.	Due to COVID –19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.
	Liidlii Kue Regional High School	All students 7-12 and staff will receive authentic and key cultural experience throughout daily school programming. One seasonal on-the-land camp will offer learning traditional skills and gathering and assisting in food preparation. Students will participate in Take a Kid Trapping.	These objectives were partially achieved. One Fall camp was delivered, daily programming was implemented until March 2020.	Due to COVID –19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.

	<p>Charles Tetcho School</p> <p>Sambaa K'e</p>	<p>All students K-10 and staff will receive authentic and key cultural experiences throughout daily school programming. Two seasonal on-the-land camps will offer learning traditional skills, playing traditional games, making drums, tanning moose hides, and assisting in food gathering and preparation. Students will also participate in Take a Kid Trapping.</p>	<p>These objectives were partially achieved.</p> <p>One Fall camp was delivered, daily programming was implemented until March 2020.</p>	<p>Staffing changes and challenges impacted program delivery.</p> <p>Due to COVID -19 school closure, these objectives were halted for delivery in the classroom and schools. Student packages were sent home during the school closure period.</p>
<p>% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.</p>	<p>Echo Dene Deh Gah Chief Julian Yendo Charles Tetcho Louie Norwegian Kakisa Lake Liidlii Kue Elementary Liidlii Regional High Charles Yohin</p>	<p>This will vary depending on activities, seasons and resources available.</p>	<p>Community members were involved in key cultural experiences implemented according to each school's plan.</p>	<p>N/A</p>

This table will be replaced to reflect the 3 targets that need to be reported upon for each school (p.57 from other side)

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 <i>Our Languages</i> curriculum through the TLC.	The Teaching and Learning Centre exists to support and develop the Dene language programs and culture in the Dehcho. The Teaching and Learning Centre will offer support to the Indigenous Language Instructors in unit and lesson planning, instructional practice, and workshops, linguists, resource production and any other means as requested by the Indigenous language instructors. The Teaching and Learning Centre will use the Dene Kede, <i>Our Languages Curriculum</i> , <i>Elders in the School Handbook</i> , and the <i>Indigenous Languages & Education Handbook</i> as the foundations for the all Dene language and cultural learning within the Dehcho.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	5	5	
Number of staff receiving training and support for development of Indigenous language resources.	15	15	
Areas of Strength for the region	There was strong collaboration via teleconferences, school visits and face to face workshops with all Indigenous Language Instructors in the region. Completion of requested resources and materials was delivered to the schools. Support from ECE staff with training, the development of materials, and the ILE Action Plan workshops enabled successes in the delivery of our objectives.		
Areas of Development for the region	More linguistic training, classroom management skill development, and training to continue the delivery of OLC for the Indigenous Language teachers is needed.		
Additional Comments for the region			

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 Providence	\$14,673	\$22,002	More extensive land program in Ft Prov	\$25,192	Cultural and on the land programs	Extra transferred from Ft Simpson due to additional on the land
Fort Simpson	17,445	33,652	Two school each doing separate projects	31,892	In school and land projects	
Nahanni Butte	12,282	4,927	Other funding sources utilized	4,927	Class resources and land programs	
Fort Liard	15,325	17,248		16,918	Camp and in school demonstrations	
Jean Marie R	11,893	4,665	Accessed other funding sources	4,720	Camp, trapping, in class	
Sambaa K'e	14,144	6,551	Smaller community has smaller projects	6,056	Fish nets, camp, supplies, outdoor	
Wrigley	13,269	6,870	Mostly in-school project-funds required less	6,760	In class support, language prog	
Kakisa Lake	11,436	4,999	Smaller community with smaller projects	4,449	In class language culture support	
TOTAL	\$110,467	\$100,914		100,914		

Appendix B: Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2019-2020 Budget**

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

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	11,977,108	12,968,962	13,381,906
Indigenous Languages Contributions	0		124,000
French Language Contributions	50,000	55,000	
ECE Other Contributions	300,000	0	
Sub-Total ECE	12,327,108	13,023,962	13,505,906
GNWT Other Contributions	400,000	455,000	400,000
Total GNWT	12,727,108	13,478,962	13,905,906
Federal Government Jordan's Principle	280,000	0	100,000
Federal Government Other	0		
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals	36,000	36,000	30,000
School Fees	0		
Investment Income	20,000	15,000	60,000
Donations	0	0	
Other	137,000	132,000	82,000
Total Generated Funds	193,000	183,000	172,000
TOTAL REVENUES	13,200,108	13,661,962	14,177,906
<u>EXPENSES</u>			
Administration (see Schedule 2)	832,569	831,977	850,000
School Programs (see Schedule 2)	8,989,221	8,834,609	9,249,789
Operations and maintenance (see Schedule 2)	0	0	0
Inclusive Schooling (see Schedules 2&3)	2,383,294	2,148,090	2,350,000
Indigenous Languages and Education (see Schedules 2 & 4)	1,530,493	1,543,424	1,300,000
Student/Staff Accomodations (see Schedule 2)	190,950	190,000	200,000
Debt Service			
Other	0	0	100,000
Sub-Total Expenses Before Amortization	13,926,527	13,548,100	14,049,789
Amortization (see Schedule 6)			
TOTAL EXPENSES	13,926,527	13,548,100	14,049,789
ANNUAL OPERATING SURPLUS (DEFICIT)	-726,419	113,862	128,117
ACCUMULATED SURPLUS (DEFICIT) OPEN *	948,743	820,626	820,626
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	222,324	934,488	948,743

*Not required for YK1 and YCS - See Schedule 6

Appendix C: Audited Financial Statements

Consolidated Financial Statements of

**DEHCHO DIVISIONAL
EDUCATION COUNCIL**

June 30, 2020

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Financial Statements

June 30, 2020

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MANAGEMENT DISCUSSION AND ANALYSIS

Introduction

The Management Discussion and Analysis (MD&A) is a go-forward responsibility of management and the Council Members to promote transparency and accountability.

Vision and Core Strategy

The Dehcho Divisional Education Council mission is to provide quality education based on the cultures of its students and partnerships with the communities it serves.

The vision and core strategy for the Dehcho Divisional Education include a variety of goals and objectives, which include:

- Promote excellence in student performance.
- Deliver school programs and activities that support the intellectual, physical, emotional, social, and spiritual development of students.
- Deliver school programs and activities in a manner that integrates traditional and contemporary education practices.
- Provide programs that result in completion of secondary school graduation requirements so that students can pursue post-secondary education, skills, training and/or employment.
- Involve students in identification of learning needs and planning school programs.
- Build partnerships with community and regional agencies to meet student needs and strengthen wellness.
- Provide training to trustees, other educational leaders in schools and communities so that they may effectively exercise their roles and responsibilities.
- Promote and encourage the wellness of educational personnel (Trustees, Council staff and school staff).

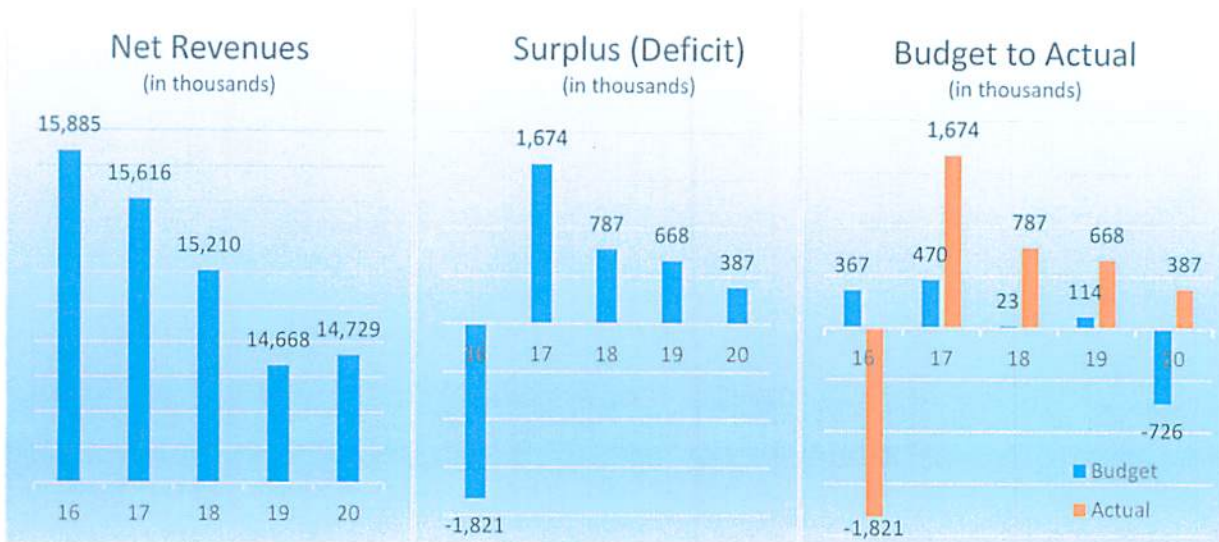
Governance, Trustees and Key Management

Presently, the Council is represented by trustees from eight communities in the Dehcho region. The Council Members are as follows:

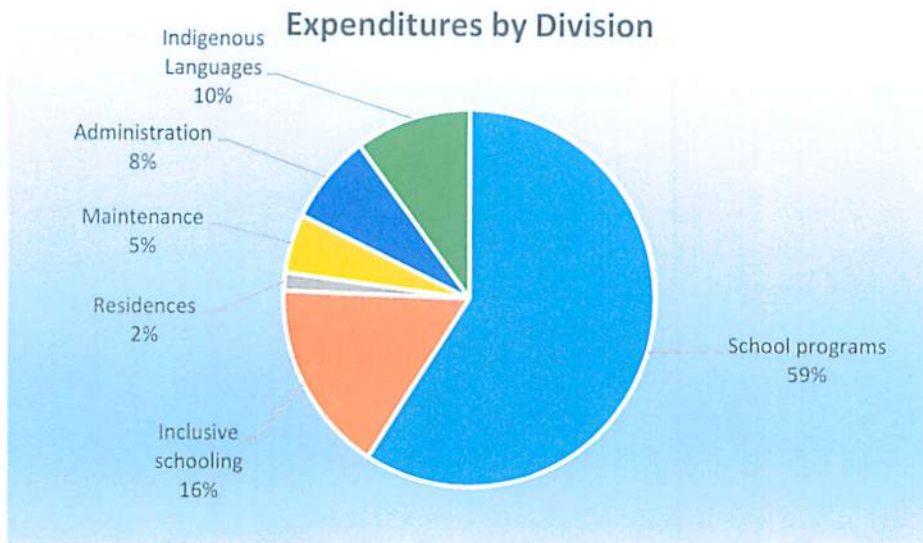
- Fort Providence- Albertine Canadien
- Fort Liard- Sylvia Sassie
- Fort Simpson- Renalyn Pascua-Matte- Chairperson
- Jean Marie River- Yvonne Norwegian
- Kakisa Lake- Anita Chicot
- Samba K'e- Carielyn Jumbo
- Wrigley- Lisa Moses
- Nahanni Butte- Jayne Konisenta

The management staff include Philippe Brulot, who performs the duties of the Superintendent during the fiscal year and was responsible for school operations and overall operations of the Council and David Fiebelkorn who manages the financial and business affairs of the Council.

Key Financial Highlights



Revenue has seen a steady declines for the past four years, but in 2020 the decline finally ended with a slight increase in revenue. Due to a significant expenditure reductions due to falling revenue and careful financial planning, the Council has recorded surpluses over the past four years, following a large deficit in 2016. Actual surpluses have been favorable over original budgets in four of the past five years as Council tries to operate in the most financial responsible manner, taking advantage of cost saving measures wherever possible and maximizing other sources of income wherever possible. The exception to this trend was in 2016 where Senior Small Schools Secondary funding claw back due to decreased enrollment, larger than budgeted retirement and leave payouts, larger than funded personnel infrastructure costs all contributed to a much larger than budgeted deficit. During the current fiscal year, the Council recorded a favorable surplus for the fourth consecutive year, which offset the larger deficit recorded in 2016. Much of this surplus resulted from additional sources of outside funding as well as prudent fiscal management.



School programs continue to comprise the largest component of expenditures for the Council, with a strong emphasis on Inclusive Schooling and Aboriginal Language programs. The Council has constantly strived to maintain Administration cost at below 10% of total funding.

Total Student and Teacher Populations

COMMUNITY	FORT SIMPSON	FORT SIMPSON	FORT PROVIDENCE	JEAN MARIE RIVER	KAKISA LAKE	SAMBAA KE Charles	WRIGLEY Chief J	FT LIARD Echo	NAHANNI BUTTE Charles	
SCHOOL	<u>Liidli Ke High</u>	<u>Liidli Ke Elem</u>	<u>Deh Gah School</u>	<u>Louie Norwegian</u>	<u>Kakisa L School</u>	<u>Tetcho School</u>	<u>Yendo School</u>	<u>Dene School</u>	<u>Yohin School</u>	TOTAL
<u>STUDENTS</u>										
Beginning of Year Enrollment	89.5	100	99.5	3	4	16.5	18.0	103	4	437.5
End of Year Enrollment	81.5	103	105.5	5.5	4	20.5	21.5	97.5	5	444
TOTAL BY DISTRICT EDUCATION AUTHOR (DEA) END OF YEAR		184.5	105.5	5.5	4	20.5	21.5	97.5	5	444

**TEACHING
STAFF**

Beginning of Year Teachers	7.5	6	9	1	1	2	1.5	8	1	37
End of Year Teachers	6.5	6	8	1	1	2	1.5	7	1	34
TOTAL BY DISTRICT EDUCATION AUTHORITY (DEA) END OF YEAR		12.5	8	1	1	2	1.5	7	1	34

Operating Environment

The Dehcho Divisional Education Council has been strengthened by sound fiscal and operation management over its history. The Council has enjoyed consistency in key management positions which has allowed for solid financial and administrative decision making. It also has been fortunate in attracting and retaining personnel in key positions. It has developed strong partnership with local groups and organizations and has developed relationships that have benefited the Council and schools. In addition, Council development and training has been a key area of strength in recent years. The Council has experienced some turnover in Principal and teaching staff in recent years which has weakened the consistency in student learning and achievement. The Council sees opportunities in the Education Renewal and Innovation to offer more dynamic education initiatives throughout the region and, with its partnerships with local and First Nations, it has opportunities to improve and develop language and cultural emphasis in education. Declining enrollment and related funding reductions represent a significant risk as well as retention of senior staff members over the next several years. However, the addition of significant funding from the new federal government Jordan Principal program has had a major positive impact on funding programs and providing much needed additional support. Since 2018-2019, new initiatives in innovation, technology upgrades and restructuring has begun to show positive results with the introduction of positive new programs and initiatives in literacy and program enhancements.

Financial Conditions

During the fiscal year ending June 30, 2020, the Council budgeted for an operating deficit to maintain a high level of programs and services of \$ 726,419. At the same time, it attempted to initiate new programs and services in the schools and communities. During the year, the Council managed to incorporate several significant sources of additional program funds as well as prudent fiscal management, to record a non-consolidated surplus of \$373,706 and a consolidated surplus of \$387,193. A significant portion of the surplus was also due to the reduced program activity due to the Covid-19 closures. This surplus for the 2020 year brought the overall accumulated book surplus up to \$1,875,577 (DEC - \$1,585,065; DEA - \$290,512) after several years of declining enrollment. The accumulated surplus is now in excess of the limits under the Surplus Retention Policy, so a plan will be developed in the coming month to reduce this during the 2020-21 fiscal year by additional expenditures combined with a planned budgeted deficit for the year of \$777,150. Despite the budget deficit planned for 2020-21 of \$777,150, the current cash balance of \$4,345,089 eliminated any liquidity concerns as the Council continues to maintain cost controls in the current year, while contingent liabilities are not a risk to the Council's financial health. The Council's budgeted deficit of \$777,150 for the 2020-21 fiscal year in order to maintain a stable level of service as well as implement several new initiatives for the Council.

Summary and Outlook

During the past two years, the Council was fortunate to add to the surplus from the prior year after recovering from a large deficit in 2016 to return the Council to previous accumulated surplus levels. Despite being affected by several unanticipated and unbudgeted cost and funding reductions due to declining enrollment which reduced its accumulated financial position in a period of declining or stagnant enrollment, the Council was able to combine some cost recoveries along with strong fiscal management to reverse the fiscal trend. It was able to be successful in continuing many new initiatives including distance learning courses, resiliency programs, self-regulation and a new revitalized indigenous language program, judo and music. Several programs such as literacy development and Council governance training and development continued. Moving forward, the Council's goals for the upcoming year are to increase student achievement through continuing to provide staff and Council training and to provide programs that meet the needs of our 21st century learners and the goals of Education Renewal. Literacy, distance learning, self-regulation, Indigenous Language revitalization programs and training for Language teachers will continue. New initiatives include: programs in literacy training, and trades introduction, judo, sports and music programs. Finally, Council plans to continue upgrade aging technology and bandwidth issues and provide ongoing training for education applications including PowerSchool.

MANAGEMENT RESPONSIBILITY FOR FINANCIAL STATEMENTS

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


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

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

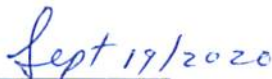
The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this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

The financial statements have been reported on by Ashton Chartered Accountants. The auditors' report outlines the scope of their audit and their opinion on the presentation of the information included in the financial statements.


Approved and confirmed on behalf of the Dehcho Divisional Education Council




Philippe Brulot
Superintendent
Dehcho Divisional Education Council



Date



David Fiebelkorn, CGA
Comptroller
Dehcho Divisional Education Council



Date

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment of the GNWT

To the Board of Trustees of the Dehcho Divisional Education Council

Opinion

We have audited the consolidated financial statements of the Dehcho Divisional Education Council, which comprise the consolidated statement of financial position as at June 30, 2020, and the consolidated statements of operations and surplus, changes in net assets (debt), and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the Basis of Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Dehcho Divisional Education Council as at June 30, 2020, and the results of its financial performance and cash flow for the year then ended in accordance with the Canadian public sector accounting standards.

Basis for Qualified Opinion

The Government of the Northwest Territories is responsible for the calculation and distribution of the Education Body's wages and benefits expenditure for public service employees, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT is properly reflected in the Education Body's records. As a result, we were not able to determine whether any adjustments might be necessary to expenditure, liabilities or accumulated surplus. Our audit opinion on the financial statements for the year ended June 30, 2020 has been modified because of the effects of this limitation.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Council in accordance with ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the Education Body's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Body or to cease operations, or has no realistic alternative but to do so.

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

Independent Auditor's Report (continued)

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, that, in our opinion, proper books of account have been kept by the Education Body, the consolidated financial statements are in agreement therewith, and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Education Body.



ASHTON
Chartered Accountants
Business Advisors

Hay River, NT
September 18, 2020

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Financial Position

June 30, 2020

	2020	*2019
FINANCIAL ASSETS		
Cash and cash equivalents, Note 4	\$ 4,345,089	\$ 4,241,148
Special purpose funds, Note 5	283,777	291,672
Due from the Government of Canada, Note 13	-	63,225
Accounts receivable, Note 8	107,766	116,019
	\$ 4,736,632	\$ 4,712,064

LIABILITIES

Accounts payable and accrued liabilities, Note 10	\$ 90,595	\$ 137,884
Payroll liabilities, Note 10	888,545	1,222,353
Due to the Government of Canada, Note 13	-	-
Deferred revenue, Note 11	380,147	173,900
Other employee future benefits and compensated absences, Note 17	1,399,435	1,578,625
Trust Liabilities, Note 18	122,333	130,918
	2,881,055	3,243,680
Net Assets (Deficit)	\$ 1,855,577	\$ 1,468,384

NON-FINANCIAL ASSETS

Prepaid expenses, Note 20	\$ 20,000	\$ 20,000
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ACCUMULATED SURPLUS (DEFICIT)

	\$ 1,875,577	\$ 1,488,384
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* Reclassified for comparative purposes

Represented by:

Accumulated Operating surplus (deficit)

Divisional Education Council	\$ 1,585,065	\$ 1,211,359
District Education Authorities	290,512	277,025

	\$ 1,875,577	\$ 1,488,384
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Contractual obligations, Note 22

Contingencies, Note 23

Approved:


Chair


Superintendent

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Operations

For the year ended June 30, 2020

	Budget 2020	Actual 2020	Actual *2019
Revenue			
Government of the NWT			
ECE regular contribution	\$ 11,977,108	\$ 12,470,230	\$ 13,301,091
Indigenous Languages and Education, Schedule B	-	-	124,000
French language program, Schedule D	50,000	50,000	50,000
ECE other contributions, Note 31	300,000	85,750	92,901
Deferred revenues - SSI program	-	(7,438)	-
Total ECE contributions	12,327,108	12,598,542	13,567,992
GNWT other contributions, Note 32	400,000	235,349	300,635
Total GNWT	12,727,108	12,833,891	13,868,627
Jordan's Principle, Schedule E	280,000	1,283,563	235,387
Government of Canada - other contributions	-	185,865	-
Total Government of Canada contributions	280,000	1,469,428	235,387
	13,007,108	14,303,319	14,104,014
Self-Generated Funds			
Rentals	36,000	73,800	41,200
Investment income	20,000	66,811	77,377
Contract and other	137,000	165,706	185,571
	193,000	306,317	304,148
Education Authority self-generated funds, Schedule H-1	-	57,058	117,088
GNWT contributions to Education Authorities, Schedule H-1	-	62,254	142,501
	-	119,312	259,589
	13,200,108	14,728,948	14,667,751
Expenses			
School programs	8,989,221	8,477,875	8,311,151
Inclusive schooling	2,383,294	2,365,445	2,187,116
Student accommodation	190,950	225,766	209,201
Operations and maintenance	-	718,916	730,148
Administration	832,569	1,107,913	1,095,371
Aboriginal language/cultural programs	1,530,493	1,441,863	1,502,254
	13,926,527	14,337,778	14,035,241
Operating surplus (deficit) before other item	(726,419)	391,170	632,510
Other item:			
Other Employee Future Benefits and Compensated Absences recovery (expense), Note 17	-	(3,977)	35,248
Operating surplus (deficit)	\$ (726,419)	\$ 387,193	\$ 667,758
Accumulated surplus (deficit), beginning of year		1,488,384	820,626
Accumulated surplus (deficit), end of year		\$ 1,875,577	\$ 1,488,384

* Reclassified for comparative purposes

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Change in Net Assets (Debt)

For the year ended June 30, 2020

	2020	2019
Operating Surplus (Deficit)	\$ 387,193	\$ 667,758
Amortization of tangible assets	-	-
Net change in prepaids	-	706
(Increase) Decrease in net debt	387,193	668,464
Net assets (debt) beginning of the year	1,468,384	799,920
Net assets (debt) end of year	\$ 1,855,577	\$ 1,468,384

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Cash Flow

For the year ended June 30, 2020

	2020	2019
Operating Activities		
Operating Surplus (Deficit)	\$ 387,193	\$ 667,758
Items not affecting cash:		
Amortization	-	-
Changes in non-cash assets and liabilities		
Decrease (increase) in due from the Government of Canada	63,225	(63,225)
Decrease (increase) in trust assets	-	-
Decrease (increase) in accounts receivable	8,253	35,400
Increase (decrease) in accounts payable	(47,289)	91,258
Increase (decrease) in payroll liabilities	(333,808)	313,313
Increase (decrease) in contributions repayable	-	-
Increase (decrease) in due to the Government of Canada	-	-
Increase (decrease) in deferred revenues	206,247	34,962
Increase (decrease) in Other Employee Future Benefits and Compensated Absence	(179,190)	(467,488)
Increase (decrease) in trust liabilities	(8,585)	(4,699)
Decrease (increase) in prepaids	-	706
	(291,147)	(59,773)
Cash provided by operating transactions	96,046	607,985
Financing Activities		
Repayment of capital lease obligation	-	-
Proceeds from capital lease obligation	-	-
Cash provided by financing activities	-	-
Investing Activities		
Disposition of portfolio investments	-	-
Acquisition of portfolio investments	-	-
Cash provided by investing transactions	-	-
Capital transactions		
Acquisition of tangible capital assets	-	-
Proceeds of disposition of tangible capital assets	-	-
Cash provided by capital transactions	-	-
Increase (Decrease) in cash and cash equivalents	96,046	607,985
Cash and cash equivalents, beginning of year	4,532,820	3,924,835
Cash and cash equivalents, end of year	\$ 4,628,866	\$ 4,532,820
Cash consists of :		
Cash and cash equivalents, Note 4	\$ 4,345,089	\$ 4,241,148
Special purpose funds, Note 5	283,777	291,672
	\$ 4,628,866	\$ 4,532,820

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Details of Expenses

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	2020 Total	2020 Budget	2019 Total
Salaries									
Teachers' salaries	\$ 5,751,350	\$ 942,556	\$ -	\$ -	\$ -	\$ 814,456	\$ 7,508,362	\$ 7,033,128	\$ 6,692,708
Instruction assistants	-	1,063,853	-	-	-	-	1,063,853	1,517,532	1,749,642
Non-instructional staff	929,281	237,756	-	660,177	699,580	309,570	2,836,364	1,974,973	2,451,329
Board/Trustee Honoraria	2,475	-	-	-	57,158	7,944	67,577	52,800	157,028
	6,683,106	2,244,165	-	660,177	756,738	1,131,970	11,476,156	10,578,433	11,050,707
Employee Benefits									
Employee benefits and allowances	181,222	62,305	-	18,169	19,200	29,459	310,355	369,267	379,399
Leave and termination	76,420	12,737	-	-	-	12,736	101,893	346,987	345,202
	257,642	75,042	-	18,169	19,200	42,195	412,248	716,254	724,601
Services Purchased/Contracted									
Professional/Technical Services	-	-	-	-	25,175	7,083	32,258	35,000	23,171
Postage/Communication	49,104	-	2,135	-	67,366	-	118,605	40,000	100,219
Utilities	-	-	-	-	-	-	-	40,000	-
Travel	391,169	38,010	19,348	-	95,906	61,858	606,291	658,000	471,568
Student Travel (Bussing)	57,930	-	-	-	-	5,218	63,148	62,000	122,484
Advertising/Printing/Publishing	17,011	-	-	-	-	26,595	43,606	190,000	68,184
Maintenance/Repair	-	-	-	27,370	47,710	1,800	76,880	25,000	117,827
Rentals/Leases	25,150	-	-	13,200	24,272	-	62,622	78,000	70,449
Other - Contracted Services	25,939	1,800	175,330	-	11,374	25,995	240,438	407,950	337,198
	566,303	39,810	196,813	40,570	271,803	128,549	1,243,848	1,535,950	1,311,100
Materials, Supplies and Freight									
Materials	953,125	6,397	28,660	-	59,976	136,655	1,184,813	770,062	924,581
Freight	17,699	31	293	-	196	2,494	20,713	45,828	24,252
	970,824	6,428	28,953	-	60,172	139,149	1,205,526	815,890	948,833
Contributions and Transfers									
Transfers	-	-	-	-	-	-	-	-	-
Amortization									
	-	-	-	-	-	-	-	-	-
Total	\$ 8,477,875	\$ 2,365,445	\$ 225,766	\$ 718,916	\$ 1,107,913	\$ 1,441,863	\$ 14,337,778	\$ 13,646,527	\$ 14,035,241

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 1. Dehcho Divisional Education Council

The Dehcho Divisional Education Council (formerly known as the Divisional Board of Education) was established on March 30, 1990. The Dehcho Division encompasses an area which includes the communities of Wrigley (Chief Julian Yendo School), Nahanni Butte (Charles Yohin School), Sambaa K'e (Charles Tetcho School), Fort Simpson (Liidlii Kue Elementary and Regional High Schools), Fort Liard (Echo-Dene School), Fort Providence (Deh Gah Elementary and Secondary School), Jean Marie River (Louie Norwegian School) and Kakisa Lake (Territorial School - Kakisa Lake School).

The Education Body's purpose is to administer and manage the educational affairs of the Division in accordance with the Education Act and the Financial Administration Act of the Northwest Territories and the regulations of the Order establishing the Education Division.

Consequently, the Council is dependent on funding from the Department of Education, Culture, and Employment (ECE) of the GNWT. Member Communities have formed local District Education Authorities (DEA) which have assumed responsibility to provide sufficient educational programs within their respective communities.

The Council is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

The Council is a public body performing a function of government in Canada. Paragraph 149(1)(C) of the *Income Tax Act* provides that a public body performing a function of government in Canada is exempt from taxation.

Note 2. Summary of Significant Accounting Policies

(a) Basis of Accounting

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

(b) Cash and Cash Equivalents

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

(c) Financial Instruments

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

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

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

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 2. Summary of Significant Accounting Policies (continued)

(c) Financial Instruments (continued)

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

(d) Non-Financial Assets

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

(e) Tangible Capital Assets

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

(f) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT – Regular Contributions:

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

Other Contributions:

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

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 2. Summary of Significant Accounting Policies (continued)

(f) Revenue Recognition - (Continued)

Deferred Revenue:

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

Investment Income:

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

Special Purpose Funds

School activity funds which are fully controlled by the Education Body with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefits.

Student activity funds which are controlled by students or parties other than the Education Body are not included even if custody of the funds is held by the Education Body.

(g) Budget Data

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

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

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

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

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

(h) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Body are treated as expenditures during the year of acquisition and are not recorded on the statement of financial position.

(j) Payroll Liabilities

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

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 2. Summary of Significant Accounting Policies (continued)

(j) Payroll Liabilities (continued)

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

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

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

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

(l) Expenses

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

Note 3. Future Accounting Changes

Revenues - Section PS 3400

PSAB has approved Section PS 3400, Revenues. This Section establishes standards on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. This Section applies to fiscal years beginning on or after April 1, 2022, but earlier adoption is permitted. This Section may be applied retroactively or prospectively. Management is currently assessing the impact of the standard.

Financial Instruments - Section PS 3450

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2021. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. Management is currently assessing the impact of the standard.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 3. Future Accounting Changes (continued)

Other New Standards

Effective July 1, 2021, Education Bodies will concurrently be required to adopt: PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, PS 3280 Asset Retirement Obligations, and PS 3041 Portfolio Investments in the same fiscal period. There are no significant impacts on the financial statements as a result of these applications.

Note 4. Cash and Cash Equivalents

	2020	2019
Cash	\$ 4,345,089	\$ 4,241,148
Short term investments	-	-
	<u>\$ 4,345,089</u>	<u>\$ 4,241,148</u>

Note 5. Special Purpose Funds

Special purpose funds consist of account balances held by each of the individual District Education Authorities for which the Education Body has control of when and how the funds are disbursed.

	2020	2019
Fort Simpson (Liidlii Kue Elementary and Regional High Schools)	\$ 51,284	\$ 55,348
Fort Providence (Deh Gah Elementary/Secondary Schools)	(6,185)	77,952
Fort Liard (Echo-Dene School)	83,785	52,429
Jean Marie River (Louie Norwegian School)	13,680	9,852
Wrigley (Chief Julian Yendo School)	80,677	63,934
Nahanni Butte (Charles Yohin School)	39,646	24,362
Sambaa K'e (Charles Tetcho School)	3,494	8,101
Kakisa Lake (Territorial School - Kakisa Lake School)	17,396	(306)
	<u>\$ 283,777</u>	<u>\$ 291,672</u>

Note 6. Restricted Assets - Nil Report

Note 7. Portfolio Investments - Nil Report

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 8. Accounts Receivable

	Receivables 2020	AFDA 2020	Net 2020	Net 2019
GNWT - ECE	\$ 28,120	\$ -	\$ 28,120	\$ 17,361
GNWT - FSS	26,928	-	26,928	9,611
Aurora College	-	-	-	2,298
Tii Cho Community Services Agency	-	-	-	300
Yellowknife Catholic Schools	600	-	600	-
Total Due from GNWT	55,648	-	55,648	29,570
WSCC	-	-	-	-
Other	52,118	-	52,118	86,449
Total receivables before amounts due from Government of Canada	107,766	-	107,766	116,019
Government of Canada	-	-	-	63,225
	\$ 107,766	\$ -	\$ 107,766	\$ 179,244

Note 9. Inventories - Not Applicable

Note 10. Accounts Payable and Accrued Liabilities

	2020	2019
GNWT - MACA	\$ -	\$ 13,636
Due to NWT Power Corp	1,751	-
WSCC	-	-
Employee source deductions	224	-
Accounts payable and accrued liabilities	88,620	124,248
	90,595	137,884
Payroll liabilities		
To GNWT (A)	-	413,742
To Employees (B)	836,554	780,346
Annual Leave	47,596	20,540
Lieu	4,395	7,725
	888,545	1,222,353
	\$ 979,140	\$ 1,360,237

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

Note B: Amount accrued by the education board for salaries and wages to be paid in July and August.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 11. Deferred Revenue

	2020	2019
GNWT - ECE		
Student Success Initiative	\$ 7,438	\$ -
GNWT - MACA		
Active After School	17,850	13,850
Youth Contributions	-	17,540
Physical Literacy	-	9,558
	17,850	40,948
Government of Canada		
Jordan's Principle	320,095	72,952
Judo	34,764	-
Tides Canada Foundation		
NWT on the Land Collaborative	-	60,000
	\$ 380,147	\$ 173,900

Note 12. Contribution Repayable - Nil Report

Note 13. Due From and To the Government of Canada

	2020	2019
Receivables - Jordan's Principle	\$ -	\$ 63,225
Payables	\$ -	\$ -

Note 14. Capital Lease Obligations - Nil Report

Note 15. Pension - Not Applicable

Note 16. Long-term Debt - Nil Report

Note 17. Other Employee Future Benefits and Compensated Absences

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

Severance benefits are paid to the employees based on the types of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment, and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued by an external actuarial with the GNWT payroll valuations using the expected utilization methodology.

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

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 17. Other Employee Future Benefits and Compensated Absences (continued)

Valuation Results

The actuarial valuation was completed as at March 31, 2019. The effective date of the next actuarial valuation is March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at February 15, 2019 and the results extrapolated to June 30, 2020. The values presented below are for all the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and removal	Compensated Absences	2020	2019
Changes in Obligation				
Accrued benefit obligations beginning of the year	\$ 935,663	\$ 200,207	\$ 1,135,870	\$ 1,046,243
Current period benefit cost	39,865	19,577	59,442	67,301
Interest accrued	28,455	6,427	34,882	37,988
Benefits payments	(70,199)	(112,968)	(183,167)	(432,240)
Plan amendments	-	-	-	-
Actuarial (gain)/loss	(252,110)	60,527	(191,583)	416,578
Accrued benefit obligation, end of year	681,674	173,770	855,444	1,135,870
Unamortized net actuarial gain	624,064	(80,073)	543,991	442,755
Net future obligation	\$ 1,305,738	\$ 93,697	\$ 1,399,435	\$ 1,578,625
Benefits Expense				
Current period benefit cost	\$ 39,865	\$ 19,577	\$ 59,442	\$ 67,301
Interest cost	28,455	6,427	34,882	37,988
Plan amendments	-	-	-	-
Amortization of actuarial gains	(92,281)	1,934	(90,347)	(140,537)
	\$ (23,961)	\$ 27,938	\$ 3,977	\$ (35,248)

The discount rate used to determine the accrued benefit obligation is an average of 2.7%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance and removal	Compensated Absences	2019
2021	\$ 119,726	\$ 28,189	\$ 147,915
2022	99,117	25,593	124,710
2023	85,166	22,185	107,351
2024	59,697	18,863	78,560
2025	49,014	16,751	65,765
	\$ 412,720	\$ 111,581	\$ 524,301

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 18. Trust Assets and Liabilities under Administration

Superintendent's Association Fund: The balance is held on behalf of the Superintendent's Association. The fund increases by dues paid by Superintendents and funds are spent at the discretion of the Association.

Steve Rowan Memorial Scholarship Fund: The balance is held to provide scholarships to qualifying students.

Mercedes Benz Scholarship Fund: The balance is held to provide scholarships to qualifying students.

	2020	2019
Superintendent Fund	\$ 9,205	\$ 12,753
Steve Rowan Memorial Scholarship Fund	100,492	105,767
Mercedes Benz Scholarship Fund	12,636	12,398
	\$ 122,333	\$ 130,918

Note 19. Tangible Capital Asset - Nil Report

Note 20. Prepaid Expenses

	2020	2019
CIBC Visa Deposit	\$ 20,000	\$ 20,000
Prepaid service contracts	-	-
CIBC Visa Deposit	\$ 20,000	\$ 20,000

Note 21. GNWT Assets Provided at No Cost

	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
Buildings				
Schools and colleges	\$ 34,219,484	\$ 20,145,560	\$ 14,073,924	\$ 9,263,599
Residences	1,032,376	583,595	448,781	290,008
Staff Housing	287,453	230,741	56,712	63,896
	\$ 35,539,313	\$ 20,959,896	\$ 14,579,417	\$ 9,617,503

Note 22. Contractual Obligations

The Education Body has a contractual obligation for the lease of office equipment and with a contractor for the operation of the student accommodations. This commitment requires payments as shown below:

	Expires in Fiscal Year*	2021	2022 and thereafter	Total
Equipment leases	2024	\$ 37,615	\$ 41,596	\$ 79,211
Operational leases	2020	-	-	-
		\$ 37,615	\$ 41,596	\$ 79,211

* Refers to the last fiscal year of all agreements in that line category

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 23. Contingencies

With any employer, especially those with a union there are always risks of employee grievances. At the end of the fiscal year there was no grievances that were outstanding from a prior period. In the opinion of management should any losses result from an occurrence prior to the financial statement date, such loss will be charged to operations in the year in which there the loss is measurable and likely to occur.

Note 24. Related Parties

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

Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note:

	2020	2019		
Accounts payable, Note 10				
Government of the Northwest Territories				
Municipal and Community Affairs	\$ -	\$ 13,636		
Other related parties				
NWT Power Corporation	1,751	-		
	\$ 1,751	\$ 13,636		
Payroll liabilities, Note 10				
Government of the Northwest Territories	\$ -	\$ 413,742		
Deferred Revenues, Note 11				
Government of the Northwest Territories				
Municipal and Community Affairs	\$ 17,850	\$ 40,948		
Accounts receivable, Note 8				
	AR 2020	AFDA	Net AR 2020	Net AR 2019
Government of the Northwest Territories				
Education, Culture and Employment	\$ 28,120	\$ -	\$ 28,120	\$ 17,361
Financial Shared Services	26,928	-	26,928	9,611
Total GNWT	55,048	-	55,048	26,972
Other related parties				
Aurora College	-	-	-	2,298
Tii Cho Community Services Agency	-	-	-	300
Yellowknife Catholic Schools	600	-	600	-
	\$ 55,648	\$ -	\$ 55,648	\$ 29,570

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 24. Related Parties (continued)

	2020	2019
Revenues		
Government of the Northwest Territories		
ECE - Core contribution	\$ 12,470,230	\$ 13,301,091
ECE - Indigenous languages and education contributions, Schedule B	-	124,000
ECE - French language program, Schedule D	50,000	50,000
ECE - other contributions, Note 31	85,750	92,901
MACA - GNWT other Contributions, Note 32	214,074	224,980
ENR - GNWT other Contributions, Note 32	7,500	56,937
DHSS - GNWT other Contributions, Note 32	13,775	18,718
GNWT contributions to Education Authorities, Schedule H-1	62,254	142,501
Department of Finance - rent and custodian	18,120	18,120
Deferred revenues - SSI program	(7,438)	-
Total GNWT	12,914,265	14,029,248
Other related parties		
Aurora College	33,921	33,921
	\$ 12,948,186	\$ 14,063,169

Note 25. Budget

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

The annual budget includes estimates of revenues and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Body.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on September 24, 2019 and have not been audited.

Note 26. Economic Dependence

The Dehcho District Education Council received its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that Dehcho District Education Council operations would be significantly affected.

Note 27. Financial Instruments

The Education Body is exposed to various risks through its financial instruments and has a comprehensive risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Education Body's risk exposure and concentration as of June 30, 2020.

Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Education Body has little exposure to credit risk as the majority of its revenues originate from government sources with strong credit worthiness.

Liquidity

Liquidity risk is the risk the Education Body will not be able to meet its obligations as they come due. The Education Body meets its liquidity requirements by preparing detailed cash budgets and having cash available on hand to meet its obligations.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 27. Financial Instruments (continued)

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is composed of currency risk, interest rate risk and other price risk.

Currency risk

The Education Body deals exclusively in Canadian funds and therefore has no currency risk.

Interest rate risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in interest rates. The Education Body minimizes risk through its normal operating and financing activities and maintains cash in a general bank account.

Note 28. Expenses by Object

	2020 Budget	2020 Actual	2019 Actual
Compensation	\$ 11,294,687	\$ 11,888,404	\$ 11,775,308
Professional/Technical Services	35,000	32,258	23,171
Postage/Communication	40,000	118,605	100,219
Utilities	40,000	-	-
Travel	658,000	606,291	471,568
Student Travel (Bussing)	62,000	63,148	122,484
Advertising/Printing/Publishing	190,000	43,606	68,184
Maintenance/Repair	25,000	76,880	117,827
Rentals/Leases	78,000	62,622	70,449
Other - Contracted Services	407,950	240,438	337,198
Materials, Supplies and Freight	815,890	1,205,526	948,833
Amortization	-	-	-
	\$ 13,646,527	\$ 14,337,778	\$ 14,035,241

Note 29. Subsequent Events - Nil Report

Note 30. Comparative Figures

Some comparative figures have been reclassified to conform with current year's presentation.

Note 31. ECE Other Contributions

	2020	2019
Distance education	\$ 85,750	\$ 63,415
Labour market agreement for persons with disabilities	-	12,500
Health and wellness	-	9,010
Special services	-	7,976
	\$ 85,750	\$ 92,901

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2020

Note 32. GNWT Other Contributions

	2020	2019
Municipal and Community Affairs		
Sports and youth programs	\$ 7,050	\$ 47,000
Sport strategy	127,140	127,140
Children and youth resiliency	13,636	13,636
Active after school	33,150	17,850
Trades	10,000	-
Other	-	20,000
Environment and Natural Resources		
Take a kid trapping	7,500	56,937
Health and Social Services		
Drop the pop	13,775	17,018
Breakfast for learning	-	1,700
Youth conference	-	-
Contributions repaid	-	(13,636)
Deferred revenue - GNWT, opening	40,948	53,938
Deferred revenue - GNWT, closing	(17,850)	(40,948)
	\$ 235,349	\$ 300,635

Note 33. Contingent Assets - Nil Report

Note 34. Contractual Rights - Nil Report

DEHCHO DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education Expenses

Schedule A

For the year ended June 30, 2020

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	2020 Total
Salaries					
ALCBE teachers	\$ 814,456	\$ -	\$ -	\$ -	\$ 814,456
Language consultants	-	143,575	-	-	143,575
Instruction assistants	-	-	-	-	-
Non-instructional staff	-	127,197	-	-	127,197
Honoraria	-	7,944	-	-	7,944
Elders in schools	-	-	-	38,798	38,798
	814,456	278,716	-	38,798	1,131,970
Employee Benefits					
Employee benefits and allowances	29,459	12,736	-	-	42,195
	29,459	12,736	-	-	42,195
Services Purchased/Contracted					
Professional services	-	7,083	-	-	7,083
Travel	-	61,858	-	-	61,858
Student transportation	-	-	-	5,218	5,218
Advertising, printing and publishing	-	26,595	-	-	26,595
Maintenance and repairs	-	1,800	-	-	1,800
Rentals and leases	-	-	-	-	-
Other contracted services	-	740	-	25,255	25,995
	-	98,076	-	30,473	128,549
Materials, Supplies and Freight					
Materials	-	136,655	-	-	136,655
Freight	-	2,494	-	-	2,494
	-	139,149	-	-	139,149
Total	\$ 843,915	\$ 528,677	\$ -	\$ 69,271	\$ 1,441,863

DEHCHO DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education (Contribution Agreement)

Schedule B

For the year ended June 30, 2020

	July 1, 2019 to March 31, 2020	April 1, 2020 to June 30, 2020	Total Fiscal Year 2019/2020
Contribution Agreement Indigenous Languages			
Revenue			
Funding received	\$ -	\$ -	\$ -
Expenditure			
Salaries	-	-	-
Other O & M	-	-	-
Surplus (Deficit), March 31, 2020	\$ -		
Surplus (Deficit), June 30, 2020		\$ -	
Surplus (Deficit) - Total			\$ -

DEHCHO DIVISIONAL EDUCATION COUNCIL

Inclusive Schooling Expenses

Schedule C

For the year ended June 30, 2020

Function	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
Salaries					
Regional Coordinator	\$ 237,756	\$ -	\$ -	\$ -	\$ 237,756
Program Support Teachers	942,376	-	-	-	942,376
Support Assistants	1,064,033	-	-	-	1,064,033
Honoraria	-	-	-	-	-
	<u>2,244,165</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,244,165</u>
Employee Benefits					
Employee benefits and allowances	75,042	-	-	-	75,042
	<u>75,042</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>75,042</u>
Services Purchased/Contracted					
Professional and technical services	-	-	-	-	-
Travel	-	38,010	-	-	38,010
Student transportation	-	-	-	-	-
Advertising, printing and publishing	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-
Rentals and leases	-	-	-	-	-
Other contracted services	-	1,800	-	-	1,800
	<u>-</u>	<u>39,810</u>	<u>-</u>	<u>-</u>	<u>39,810</u>
Materials, Supplies and Freight					
Materials	-	-	6,397	-	6,397
Freight	-	-	31	-	31
	<u>-</u>	<u>-</u>	<u>6,428</u>	<u>-</u>	<u>6,428</u>
Total	\$ 2,319,207	\$ 39,810	\$ 6,428	\$ -	\$ 2,365,445

DEHCHO DIVISIONAL EDUCATION COUNCIL

French Language Program

Schedule D

For the year ended June 30, 2020

	Contributions from GNWT July 1 to June 30	Commitment from Dehcho July 1 to June 30	Expenses July 1 to June 30	Over/Under Funding
Special projects:				
Core French 1-12 (salary)	\$ 50,000	\$ 50,000	\$ 129,448	\$ (29,448)

DEHCHO DIVISIONAL EDUCATION COUNCIL

Jordan's Principle

Schedule E

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual	July 1'19 - March 31'20	April 1'20 - June 30'20
Revenue					
Government of Canada	\$ 280,000	\$ 1,530,706	\$ 308,339	\$ 1,236,201	\$ 294,505
Carry forward from previous year	-	72,952	-	72,952	0
	<u>280,000</u>	<u>1,603,658</u>	<u>308,339</u>	<u>1,309,153</u>	<u>294,505</u>
Expenses					
Administration	-	-	-		
Personnel	280,000	670,225	211,388	406,466	263,759
Transportation	-	17,555	-	17,555	-
Materials and supplies	-	566,533	23,999	522,089	44,444
Rent and utilities	-	-	-	-	-
Evaluation	-	8,250	-	-	8,250
Other	-	21,000	-	21,000	-
	<u>280,000</u>	<u>1,283,563</u>	<u>235,387</u>	<u>967,110</u>	<u>316,453</u>
Surplus (Deficit)	<u>\$ -</u>	<u>\$ 320,095</u>	<u>\$ 72,952</u>	<u>\$ 342,043</u>	<u>\$ (21,948)</u>
Deferred Revenue	<u>\$ -</u>	<u>\$ (320,095)</u>	<u>\$ (72,952)</u>		

DEHCHO DIVISIONAL EDUCATION COUNCIL

Northern Distance Learning

Schedule F

For the year ended June 30, 2020

	Budget	Fort Liard	Fort Simpson	Fort Providence	Total	March 31	June 30	Total
Revenue								
Education, Culture and Employment	\$ 85,750	\$ 29,250	\$ 28,250	\$ 28,250	\$ 85,750	\$ 57,452	\$ 28,298	\$ 85,750
Other	-	-	-	-	-	-	-	-
	<u>85,750</u>	<u>29,250</u>	<u>28,250</u>	<u>28,250</u>	<u>85,750</u>	<u>57,452</u>	<u>28,298</u>	<u>85,750</u>
Expenses								
Salaries/Wages								
Instructional Staff	-	-	-	-	-	-	-	-
<i>Teachers</i>	-	10,879	26,307	27,503	64,689	-	-	-
<i>On-site support person</i>	81,750	23,969	28,870	9,900	62,739	64,689	62,739	127,428
Non-Instructional Staff	-	-	-	-	-	-	-	-
<i>Moodle (Online strategy)</i>	-	-	-	-	-	-	-	-
<i>DL Coordinator</i>	-	-	-	-	-	-	-	-
<i>PD - online learning field</i>	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Services Purchased/Contracted								
Network	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
<i>Coordinator travel</i>	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-
<i>In-service release</i>	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<i>IT support</i>	-	-	-	-	-	-	-	-
Materials, Supplies and Freight								
Computer Equipment	-	-	-	-	-	-	-	-
<i>Document cameras</i>	1,000	-	-	-	-	-	-	-
<i>Phone</i>	3,000	-	-	-	-	-	-	-
<i>Laptop</i>	-	-	-	-	-	-	-	-
<i>Video (Monopad)</i>	-	-	-	-	-	-	-	-
<i>Wireless adaptors and splitter</i>	-	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-	-
Other	-	839	1,931	1,581	4,351	4,351	-	4,351
Total expenses	<u>85,750</u>	<u>35,687</u>	<u>57,108</u>	<u>38,984</u>	<u>131,779</u>	<u>69,040</u>	<u>62,739</u>	<u>131,779</u>
Net surplus/(deficit)	\$ -	\$ (6,437)	\$ (28,858)	\$ (10,734)	\$ (46,029)	\$ (11,588)	\$ (34,441)	\$ (46,029)

DEHCHO DIVISIONAL EDUCATION COUNCIL

Student Success Initiative Projects

Schedule G

For the year ended June 30, 2020

	2020	2019
Revenue		
GNWT - Education, Culture & Employment	\$ 55,000	\$ 55,000
NWT Teachers Association	-	33,771
	55,000	88,771
Carry forward from previous year	-	-
	55,000	88,771
Expenses		
Salaries and wages		
Facilitator fees	-	-
Substitute teacher wages	-	-
Staff	45,000	45,000
Travel		
Facilitator travel	-	-
Airfare	-	-
Staff travel	-	4,096
Accommodations	-	-
Per diems	-	-
Other expenses	-	-
Student resources		
Room rental	-	-
Refreshments	-	-
Resources	2,562	34,856
Stationary printing	-	4,819
	47,562	88,771
Surplus (Deficit)	\$ 7,438	\$ -
Deferred Revenue	\$ (7,438)	\$ -

DEHCHO DIVISIONAL EDUCATION COUNCIL

Statement of Council Operations and Financial Position (Non-Consolidated)

Schedule H-1

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Government of the NWT			
ECE regular contributions	\$ 11,977,108	\$ 12,470,230	\$ 13,301,091
Indigenous Languages and Education, Schedule B	-	-	124,000
French language instruction, Schedule D	50,000	50,000	50,000
ECE other contributions, Note 31	300,000	85,750	92,901
Deferred revenues - SSI program	-	(7,438)	-
	12,327,108	12,598,542	13,567,992
GNWT - other contributions, Note 32	400,000	235,349	300,635
Total GNWT	12,727,108	12,833,891	13,868,627
Government of Canada			
Jordan's Principle	280,000	1,283,563	235,387
Government of Canada - other contributions	-	185,865	-
Total Government of Canada	280,000	1,469,428	235,387
Self-Generated Funds			
Rentals	36,000	73,800	41,200
Investment income	20,000	66,811	77,377
Contract and other	137,000	165,706	185,571
	193,000	306,317	304,148
	13,200,108	14,609,636	14,408,162
Expenditure			
School programs	8,989,221	8,333,763	7,993,295
Inclusive schooling	2,383,294	2,365,625	2,187,116
Student accommodations	190,950	225,766	209,201
Operations and maintenance	-	906,935	722,031
Administration	832,569	1,019,737	975,983
Aboriginal language/cultural programs	1,530,493	1,380,127	1,609,345
	13,926,527	14,231,953	13,696,971
Excess of Revenue over Expenditure before other items	\$ (726,419)	\$ 377,683	\$ 711,191
Other Items:			
Other Employee Future Benefits and Compensated Absences recovery (expense), Note 17		(3,977)	35,248
Payroll Expenses, Note 17		-	-
Excess (Deficiency) of Revenue over Expenditure		\$ 373,706	\$ 746,439
Accumulated surplus (deficit), beginning of year		1,211,359	464,920
Accumulated surplus (deficit), end of year		\$ 1,585,065	\$ 1,211,359

DEHCHO DIVISIONAL EDUCATION COUNCIL

Details of Council Expenses (Non-Consolidated)

Schedule H-2

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	2020 Total	2020 Budget	*2019 Total
Salaries									
Teachers' salaries	\$ 5,871,345	\$ 942,556	\$ -	\$ -	\$ -	\$ 814,456	\$ 7,628,357	\$ 7,033,128	\$ 6,939,168
Instruction Assistant	-	1,064,033	-	-	-	-	1,064,033	1,517,532	1,749,642
Non Instructional Staff	648,947	237,756	-	654,127	667,926	280,505	2,489,261	1,974,973	2,114,853
Board/Trustee Honoraria	-	-	-	-	23,308	4,394	27,702	52,800	99,137
	6,520,292	2,244,345	-	654,127	691,234	1,099,355	11,209,353	10,578,433	10,902,800
Employee Benefits									
Employee benefits and allowances	181,222	62,305	-	18,169	19,200	29,459	310,355	369,267	378,937
Leave and termination	76,420	12,737	-	-	-	12,736	101,893	346,987	345,202
	257,642	75,042	-	18,169	19,200	42,195	412,248	716,254	724,139
Services Purchased/Contracted									
Professional/Technical Services	-	-	-	-	25,175	7,083	32,258	35,000	23,171
Postage/Communication	49,104	-	2,135	-	67,366	-	118,605	40,000	99,107
Utilities	-	-	-	-	-	-	-	40,000	-
Travel	420,488	38,010	19,348	-	95,906	61,858	635,610	658,000	450,475
Student Travel (Bussing)	61,599	-	-	-	-	-	61,599	62,000	43,871
Advertising/Printing/Publishing	17,011	-	-	-	-	26,595	43,606	190,000	68,184
Maintenance/Repair	-	-	-	27,700	47,710	-	75,410	25,000	115,230
Rentals/Leases	25,370	-	-	13,200	24,272	-	62,842	78,000	58,441
Other - Contracted Services	-	1,800	175,330	-	8,395	740	186,265	407,950	213,595
	573,572	39,810	196,813	40,900	268,824	96,276	1,216,195	1,535,950	1,072,074
Materials, Supplies and Freight									
Materials	964,558	6,397	28,660	-	40,479	139,807	1,179,901	770,062	774,515
Freight	17,699	31	293	-	-	2,494	20,517	45,828	23,654
	982,257	6,428	28,953	-	40,479	142,301	1,200,418	815,890	798,169
Contributions and Transfers									
Transfers to DEA	-	-	-	193,739	-	-	193,739	280,000	199,789
Amortization									
	-	-	-	-	-	-	-	-	-
Total	\$ 8,333,763	\$ 2,365,625	\$ 225,766	\$ 906,935	\$ 1,019,737	\$ 1,380,127	\$ 14,231,953	\$ 13,926,527	\$ 13,696,971

* Reclassified for comparative purposes

DEHCHO DIVISIONAL EDUCATION COUNCIL

District Education Authority Operations Summary

Non-Consolidated

For the year ended June 30, 2020

Schedule I-1

	Fort Simpson	Fort Providence	Fort Liard	Jean Marie River	Wrigley	Nahanni Butte	Sambaa K'e	Kakisa Lake	Total
Revenue									
Operating contributions from Divisional Council	\$ 44,392	\$ 40,417	\$ 26,168	\$ 15,670	\$ 18,810	\$ 15,877	\$ 17,006	\$ 15,399	\$ 193,739
Other contributions from Divisional Council	76,160	196,279	35,890	-	13,100	9,625	-	11,220	342,274
Contributions from GNWT	1,568	49,936	-	-	2,750	-	-	8,000	62,254
Self-generated funds	33,076	8,660	5,960	516	8,690	-	-	156	57,058
	<u>155,196</u>	<u>295,292</u>	<u>68,018</u>	<u>16,186</u>	<u>43,350</u>	<u>25,502</u>	<u>17,006</u>	<u>34,775</u>	<u>655,325</u>
Expenditure									
School programs	115,536	301,934	14,637	4,915	5,550	7,050	3,465	5,150	458,237
Inclusive schooling	-	-	-	-	-	-	-	-	-
Student accommodations	-	-	-	-	-	-	-	-	-
Operations and maintenance	-	-	-	-	-	-	-	6,050	6,050
Administration	15,687	34,576	5,700	7,496	4,052	718	11,640	8,927	88,796
Aboriginal language/cultural programs	5,069	27,514	16,325	8,634	17,005	2,450	6,508	5,250	88,755
	<u>136,292</u>	<u>364,024</u>	<u>36,662</u>	<u>21,045</u>	<u>26,607</u>	<u>10,218</u>	<u>21,613</u>	<u>25,377</u>	<u>641,838</u>
Excess (Deficiency) of Revenue over Expenditure	18,904	(68,732)	31,356	(4,859)	16,743	15,284	(4,607)	9,398	13,487
Accumulated surplus, beginning of year	28,680	72,982	52,429	18,539	63,934	24,362	8,101	7,998	277,025
Accumulated surplus, end of year	\$ 47,584	\$ 4,250	\$ 83,785	\$ 13,680	\$ 80,677	\$ 39,646	\$ 3,494	\$ 17,396	\$ 290,512
Composition of Ending Accumulated Surplus									
Cash	\$ 51,284	\$ (6,185)	\$ 62,389	\$ 13,680	\$ 80,677	\$ 39,646	\$ 3,494	\$ 17,396	\$ 262,381
Investment in GIC	-	-	21,396	-	-	-	-	-	21,396
Accounts receivable	1,920	19,802	-	-	-	-	-	-	21,722
Accounts payable	(5,620)	(9,367)	-	-	-	-	-	-	(14,987)
	<u>\$ 47,584</u>	<u>\$ 4,250</u>	<u>\$ 83,785</u>	<u>\$ 13,680</u>	<u>\$ 80,677</u>	<u>\$ 39,646</u>	<u>\$ 3,494</u>	<u>\$ 17,396</u>	<u>\$ 290,512</u>

DEHCHO DIVISIONAL EDUCATION COUNCIL

Details of DEA Expenses Summary
 Non-Consolidated
 For the year ended June 30, 2020

Schedule I-2

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non-instructional Staff	290,895	-	-	6,050	31,654	29,065	357,664
Board/Trustee Honorarium	2,475	-	-	-	33,850	3,550	39,875
	<u>293,370</u>	-	-	<u>6,050</u>	<u>65,504</u>	<u>32,615</u>	<u>397,539</u>
Employee Benefits							
Employee Benefits and Allowances	-	-	-	-	-	-	-
Leave and Termination	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	9,126	-	-	-	-	-	9,126
Student Travel (Bussing)	57,930	-	-	-	-	5,218	63,148
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	1,800	1,800
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	5,689	-	-	-	-	550	6,239
Other - Contracted Services	-	-	-	-	2,979	-	2,979
Other - School Programs	20,250	-	-	-	-	24,705	44,955
	<u>92,995</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,979</u>	<u>32,273</u>	<u>128,247</u>
Materials/Supplies/Freight							
Materials	71,872	-	-	-	20,117	23,867	115,856
Freight	-	-	-	-	196	-	196
	<u>71,872</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>20,313</u>	<u>23,867</u>	<u>116,052</u>
Total	\$ 458,237	\$ -	\$ -	\$ 6,050	\$ 88,796	\$ 88,755	641,838

FORT SIMPSON

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenues			
Contributions from Divisional Council	\$ 44,392	\$ 44,392	\$ 46,152
Other - Dehcho DEC	-	76,160	98,708
Other - Contributions from GNWT	-	1,568	8,190
Other	-	33,076	84,555
	<u>44,392</u>	<u>155,196</u>	<u>237,605</u>
Expenses			
School programs	27,892	115,536	227,521
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	12,500	15,687	33,571
Aboriginal language/cultural programs	4,000	5,069	8,975
	<u>44,392</u>	<u>136,292</u>	<u>270,067</u>
Surplus (Deficit)	\$ -	18,904	(32,462)
Opening equity		28,680	61,142
Closing equity		\$ 47,584	\$ 28,680
Composition of Closing Equity			
Cash		\$ 51,284	\$ 55,348
Accounts receivable		1,920	-
Accounts payable		(5,620)	(26,668)
		<u>\$ 47,584</u>	<u>\$ 28,680</u>

FORT SIMPSON

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	50,128	-	-	-	-	-	50,128
Board/Trustee Honoraria	-	-	-	-	8,342	-	8,342
	<u>50,128</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>8,342</u>	<u>-</u>	<u>58,470</u>
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	55,307	-	-	-	-	-	55,307
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Student Awards	3,229	-	-	-	-	-	3,229
Other - Contracted Services	-	-	-	-	226	-	226
Other - School programs	1,375	-	-	-	-	-	1,375
	<u>59,911</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>226</u>	<u>-</u>	<u>60,137</u>
Materials/Supplies/Freight							
Materials	5,497	-	-	-	6,923	5,069	17,489
Freight	-	-	-	-	196	-	196
	<u>5,497</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>7,119</u>	<u>5,069</u>	<u>17,685</u>
Total	\$ 115,536	\$ -	\$ -	\$ -	\$ 15,687	\$ 5,069	\$ 136,292

FORT PROVIDENCE

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 40,417	\$ 40,417	\$ 43,277
Other - Dehcho DEC	-	196,279	253,527
Other - Contributions from GNWT	-	49,936	124,936
Other	-	8,660	11,316
	<u>40,417</u>	<u>295,292</u>	<u>433,056</u>
Expenses			
School programs	17,142	301,934	381,392
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	21,275	34,576	33,991
Aboriginal language/cultural programs	2,000	27,514	65,070
	<u>40,417</u>	<u>364,024</u>	<u>480,453</u>
Surplus (Deficit)	\$ -	(68,732)	(47,397)
Opening equity		72,982	120,379
Closing equity		\$ 4,250	\$ 72,982
Composition of Closing Equity			
Cash		\$ (6,185)	\$ 77,952
Accounts receivable		19,802	4,774
Accounts payable		(9,367)	(9,744)
		<u>\$ 4,250</u>	<u>\$ 72,982</u>

FORT PROVIDENCE

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	240,767	-	-	-	13,876	9,162	263,805
Board/Trustee Honoraria	-	-	-	-	7,452	3,550	11,002
	240,767	-	-	-	21,328	12,712	274,807
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	9,126	-	-	-	-	-	9,126
Student Travel (Bussing)	2,623	-	-	-	-	5,218	7,841
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	1,800	1,800
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards/Gifts	1,344	-	-	-	-	550	1,894
Other - Contracted Services	-	-	-	-	2,500	-	2,500
Other - School programs	4,575	-	-	-	-	-	4,575
	17,668	-	-	-	2,500	7,568	27,736
Materials/Supplies/Freight							
Materials	43,499	-	-	-	10,748	7,234	61,481
Freight	-	-	-	-	-	-	-
	43,499	-	-	-	10,748	7,234	61,481
Total	\$ 301,934	\$ -	\$ -	\$ -	\$ 34,576	\$ 27,514	\$ 364,024

FORT LIARD

District Education Authority Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 26,168	\$ 26,168	\$ 26,498
Other - Dehcho DEC	-	35,890	38,571
Other - Contributions from GNWT	-	-	-
Other	-	5,960	5,973
	26,168	68,018	71,042
Expenses			
School programs	14,918	14,637	35,940
Inclusive Schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	9,250	5,700	6,575
Aboriginal language/cultural programs	2,000	16,325	17,036
	26,168	36,662	59,551
Surplus (Deficit)	\$ -	31,356	11,491
Opening equity		52,429	40,938
Closing equity		\$ 83,785	\$ 52,429
Composition of Closing Equity			
Cash		\$ 62,389	\$ 34,647
Investment in GIC		21,396	17,782
Accounts receivable		-	-
Accounts payable		-	-
		\$ 83,785	\$ 52,429

FORT LIARD

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	12,595	12,595
Board/Trustee Honoraria	-	-	-	-	4,866	-	4,866
	-	-	-	-	4,866	12,595	17,461
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	1,116	-	-	-	-	-	1,116
Other - Contracted Services	-	-	-	-	-	-	-
Other - Local Programs	-	-	-	-	-	-	-
	1,116	-	-	-	-	-	1,116
Materials/Supplies/Freight							
Materials	13,521	-	-	-	834	3,730	18,085
Freight	-	-	-	-	-	-	-
	13,521	-	-	-	834	3,730	18,085
Total	\$ 14,637	\$ -	\$ -	\$ -	\$ 5,700	\$ 16,325	\$ 36,662

JEAN MARIE RIVER

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenues			
Contributions from Divisional Council	\$ 15,670	\$ 15,670	\$ 15,615
Other - Dehcho DEC	-	-	6,298
Other - Contributions from GNWT	-	-	-
Other	-	516	8,687
	<u>15,670</u>	<u>16,186</u>	<u>30,600</u>
Expenses			
School programs	2,720	4,915	9,905
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	10,950	7,496	9,268
Aboriginal language/cultural programs	2,000	8,634	7,981
	<u>15,670</u>	<u>21,045</u>	<u>27,154</u>
Surplus (Deficit)	\$ -	(4,859)	3,446
Opening equity		18,539	15,093
Closing equity		\$ 13,680	\$ 18,539
Composition of Closing Equity			
Cash		\$ 13,680	\$ 9,852
Accounts receivable		-	8,687
Accounts payable		-	-
		<u>\$ 13,680</u>	<u>\$ 18,539</u>

JEAN MARIE RIVER

District Education Authority
Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	3,467	1,750	5,217
Board/Trustee Honoraria	2,475	-	-	-	3,705	-	6,180
	2,475	-	-	-	7,172	1,750	11,397
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - School Programs	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Materials/Supplies/Freight							
Materials	2,440	-	-	-	324	6,884	9,648
Freight	-	-	-	-	-	-	-
	2,440	-	-	-	324	6,884	9,648
Total	\$ 4,915	\$ -	\$ -	\$ -	\$ 7,496	\$ 8,634	\$ 21,045

WRIGLEY

District Education Authority Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 18,810	\$ 18,810	\$ 18,920
Other - Dehcho DEC	-	13,100	4,000
Other - Contributions from GNWT	-	2,750	1,375
Other	-	8,690	2,557
	18,810	43,350	26,852
Expenses			
School programs	4,760	5,550	35,909
Inclusive schooling	-	-	-
Student accomodations	-	-	-
Operations and maintenance	-	-	-
Administration	12,050	4,052	7,691
Aboriginal language/cultural programs	2,000	17,005	-
	18,810	26,607	43,600
Surplus (Deficit)	\$ -	16,743	(16,748)
Opening equity		63,934	80,682
Closing equity		\$ 80,677	\$ 63,934
Composition of Closing Equity			
Cash		\$ 80,677	\$ 63,934
Accounts receivable		-	-
Accounts payable		-	-
		\$ 80,677	\$ 63,934

WRIGLEY

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	800	-	800
Board/Trustee Honoraria	-	-	-	-	2,800	-	2,800
	-	-	-	-	3,600	-	3,600
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Local programs	4,000	-	-	-	-	17,005	21,005
	4,000	-	-	-	-	17,005	21,005
Materials/Supplies/Freight							
Materials	1,550	-	-	-	452	-	2,002
Freight	-	-	-	-	-	-	-
	1,550	-	-	-	452	-	2,002
Total	\$ 5,550	\$ -	\$ -	\$ -	\$ 4,052	\$ 17,005	\$ 26,607

NAHANNI BUTTE

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenues			
Contributions from Divisional Council	\$ 15,877	\$ 15,877	\$ 15,877
Other - Dehcho DEC	-	9,625	-
Other - Contributions from GNWT	-	-	-
Other	-	-	-
	<u>15,877</u>	<u>25,502</u>	<u>15,877</u>
Expenses			
School programs	2,927	7,050	14,958
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	10,950	718	1,065
Aboriginal language/cultural programs	2,000	2,450	-
	<u>15,877</u>	<u>10,218</u>	<u>16,023</u>
Surplus (Deficit)	\$ -	15,284	(146)
Opening equity		24,362	24,508
Closing equity		<u>\$ 39,646</u>	<u>\$ 24,362</u>
Composition of Closing Equity			
Cash		\$ 39,646	\$ 24,362
Accounts receivable		-	-
Accounts payable		-	-
		<u>\$ 39,646</u>	<u>\$ 24,362</u>

NAHANNI BUTTE

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	-	-	-	-	325	-	325
	-	-	-	-	325	-	325
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	253	-	253
Other - School Programs	7,050	-	-	-	-	2,450	9,500
	7,050	-	-	-	253	2,450	9,753
Materials/Supplies/Freight							
Materials	-	-	-	-	140	-	140
Freight	-	-	-	-	-	-	-
	-	-	-	-	140	-	140
Total	\$ 7,050	\$ -	\$ -	\$ -	\$ 718	\$ 2,450	\$ 10,218

Sambaa K'e (formerly Trout Lake)

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 17,006	\$ 17,006	\$ 17,501
Other - Dehcho DEC	-	-	9,982
Other - Contributions from GNWT	-	-	-
Other	-	-	-
	<u>17,006</u>	<u>17,006</u>	<u>27,483</u>
Expenses			
School programs	4,056	3,465	946
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	8,117
Administration	10,950	11,640	12,245
Aboriginal language/cultural programs	2,000	6,508	5,500
	<u>17,006</u>	<u>21,613</u>	<u>26,808</u>
Surplus (Deficit)	\$ -	(4,607)	675
Opening equity		8,101	7,426
Closing equity	\$	3,494	\$ 8,101
Composition of Closing Equity			
Cash	\$	3,494	\$ 8,101
Accounts receivable		-	-
Accounts payable		-	-
	\$	3,494	\$ 8,101

Sambaa K'e (formerly Trout Lake)

District Education Authority
Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	8,611	5,558	14,169
Board/Trustee Honoraria	-	-	-	-	2,876	-	2,876
	-	-	-	-	11,487	5,558	17,045
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - School Programs	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Materials/Supplies/Freight							
Materials	3,465	-	-	-	153	950	4,568
Freight	-	-	-	-	-	-	-
	3,465	-	-	-	153	950	4,568
Total	\$ 3,465	\$ -	\$ -	\$ -	\$ 11,640	\$ 6,508	\$ 21,613

KAKISA LAKE

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenues			
Contributions from Divisional Council	\$ 15,399	\$ 15,399	\$ 15,949
Other - Dehcho DEC	-	11,220	15,949
Other - Contributions from GNWT	-	8,000	8,000
Other	-	156	4,000
	15,399	34,775	43,898
Expenditure			
School programs	2,449	5,150	26,456
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	6,050	-
Administration	10,950	8,927	14,982
Aboriginal language/cultural programs	2,000	5,250	-
	15,399	25,377	41,438
Surplus (Deficit)	\$ -	9,398	2,460
Opening equity		7,998	5,538
Closing equity		\$ 17,396	\$ 7,998
Composition of Closing Equity			
Cash		\$ 17,396	\$ (306)
Accounts receivable		-	8,304
Accounts payable		-	-
		\$ 17,396	\$ 7,998

KAKISA LAKE

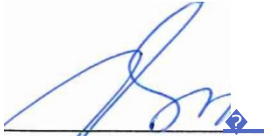
District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	6,050	4,900	-	10,950
Board/Trustee Honoraria	-	-	-	-	3,484	-	3,484
	-	-	-	6,050	8,384	-	14,434
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - School Programs	3,250	-	-	-	-	5,250	8,500
	3,250	-	-	-	-	5,250	8,500
Materials/Supplies/Freight							
Materials	1,900	-	-	-	543	-	2,443
Freight	-	-	-	-	-	-	-
	1,900	-	-	-	543	-	2,443
Total	\$ 5,150	\$ -	\$ -	\$ 6,050	\$ 8,927	\$ 5,250	25,377

Approvals

Operating Plan



Education Body Chair

June 15, 2019

Date



Superintendent

June 15, 2019

Date

Annual Report

Education Body Chair

Date



Superintendent

Date: September 15,
2020

Education Accountability Framework

Ndilo District Education Authority

Annual Report

For the 2019-20 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district de Ndilo

Rapport annuel

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Ndilo District Education Authority's Operating Plan for the 2019-2020 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 Ndilo District Education Authority's priorities for the upcoming school year.

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

The Ndilo District Education Authority (NDEA) is responsible for administering and maintaining the standards of educational programs in Ndilo specifically at K'alemi Dene School (KDS). The NDEA is committed to providing quality education for students by concentrating on the following four components of learning as identified in the KDS Mission and Vision Statement:

- Language and Culture
- Academics and Technology
- Dene Laws and Wellness
- Physical Activity.

Through the development of skills in these areas, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.

KDS is a small school that offers culturally relevant and inclusive education programming for Junior Kindergarten to grade 12 students. Enrollment for the 2019-20 school year is estimated at approximately 110 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 Wilhidah Yatì and culture
- Several key cultural experiences throughout the school year
- Focus on social and emotional well-being
- Extensive and inclusive food program serving breakfast, snack and lunch
- Small class sizes
- Early Childhood Educator working collaboratively with the JK/K classroom teacher
- Development of a Maker Space Lab
- Focus on speech and language development in JK-grade 3
- First year of an Alternative High School Program
- Intensive focus on career readiness and future planning

Through discussions with the NDEA and KDS staff the following priorities have been determined for the 2019-20 school year:

- Increased focus on whole school approach to Wìlìdeh Yatì and culture,
- Increased focus on career and post-secondary education in grades 8-12,
- Further increase teachers' understanding of flexible teaching strategies and the implementation of Student Support Plans,
- Development of a Maker Space Lab for learning and technology, and
- Introduction of an Alternative High School at KDS.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Ndilo pour l'année scolaire 2019-2020 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 Ndilo pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

L'Administration scolaire de district de Ndilo est responsable d'administrer les programmes d'éducation et d'assurer le respect des normes à Ndilo, plus précisément à l'école dénée K'àlemì. L'Administration scolaire s'engage à offrir aux élèves une éducation de qualité axée sur les quatre volets d'apprentissage suivants, mis de l'avant dans l'énoncé de mission et d'ambition de l'école :

- Langue et culture
- Études et technologie
- Lois dénées et bien-être
- Activité physique

Grâce au développement de compétences dans ces domaines, les élèves grandiront et deviendront des Dénés respectueux, sains, diligents et forts, qui redonneront à leur famille, à la communauté et au Nord.

L'école est petite et offre aux élèves de la prématernelle à la 12^e année des programmes d'éducation qui intègrent et respectent la culture. Les inscriptions pour 2019-2020 sont estimées à environ 110 élèves à temps plein. Les élèves appartiennent principalement à la Première Nation des Dénés Yellowknives. L'école attire aussi de nombreuses familles autochtones de Yellowknife et offre le

transport gratuitement à ces élèves.

L'école offre toute une gamme de programmes :

- Priorité à l'enseignement et à l'apprentissage de la culture et de la langue wiliideh yatì
- Plusieurs expériences culturelles essentielles pendant l'année scolaire
- Accent sur le bien-être social et affectif
- Programme alimentaire varié et complet qui sert déjeuner, dîner et collations
- Classes de petite taille
- Éducateur de la petite enfance travaillant en collaboration avec l'enseignant de prématernelle et de maternelle
- Aménagement d'un laboratoire créatif « Maker Space »
- Importance du développement de la parole et du langage, de la prématernelle à la 3^e année
- Première année d'un programme secondaire alternatif
- Attention particulière accordée à la préparation au marché du travail et la planification de l'avenir

Après discussion avec l'Administration scolaire et le personnel de l'école, les priorités suivantes ont été retenues pour l'année scolaire 2019-2020 :

- Insister sur l'intégration de l'apprentissage de la culture et de la langue wiliideh yatì à l'ensemble de la vie scolaire
- Mettre l'accent sur la carrière et l'enseignement postsecondaire de la 8^e à la 12^e année
- Faire mieux connaître aux enseignants les stratégies pédagogiques flexibles et faire avancer la mise en œuvre des plans de soutien à l'élève
- Création d'un laboratoire créatif « Maker Space » pour l'apprentissage et la technologie
- Introduction d'une école secondaire alternative à l'école dénée K'àlemì

Annual Report - Executive Summary

The Ndilo District Education Authority's Annual Report for the 2019-2020 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:

Despite an unprecedented year, K'alemi Dene School (KDS) accomplished many of the goals set out. KDS staff worked collaboratively to develop and implement an Indigenous Language and Education Plan. Through the implementation of the ILE plan, staff continued to strengthen their Wiliideh Yatì skills by participating in language classes with their students. This ensures that teachers are learning alongside their students and using the language together. KDS also dedicated time each morning to learn a Wiliideh Yatì Phrase of the Week. Each week students and staff practiced a new phrase that could be used in every day language as a way to increase language use.

Career planning was a major focus for the high school students. Beginning in September, students in grades 10-12 carefully selected courses to match their post-secondary and career goals. Using My Blueprint, students began to explore their interests and make connections to educational and employment choices. This service was visited regularly, and students had multiple opportunities through their Career and Life Management course to reflect on and refine their plans. Although the Career and Education Advisors from ECE were only able to complete two of three planned visits, their conversations with students were invaluable, and they have continued to act as resources for students seeking training and employment.

In the fall, KDS staff co-created criteria for effective Student Support Plans. By participating in this process, teachers came to understand qualities of an effective plan and how it can best be used to support student learning. Out of these discussions came the need to review our schedule for writing Student Support Plans, which will be revised for the 2020/2021 school year. During professional development days, teachers worked together to develop a school wide understanding of universal supports, including the need for trauma informed practice. Teachers used this information as a jumping off point to reflect on the supports available to students in their classrooms, and which flexible teaching strategies they could better employ.

Introducing a Maker Space lab into KDS was an exciting process. Both teachers and students alike were excited by the activities which encourage collaboration, self assessment, and problem solving. In the primary classrooms, Maker Space activities focused on building challenges, where students were given a problem and a set of constraints, and were asked to design, plan, and execute a solution in teams. With older students, the focus was on introducing basic coding concepts and

putting them into action, exploring online programs like Scratch, as well as learning to program robots. Across all grades, emphasis was placed on connecting to and extending curricular outcomes, while developing an understanding of the engineering design process.

Introducing an Alternative High School into the KDS building meant meeting a need that had been identified for several years. Some of our high school students struggle to work in a traditional classroom, but thrive in an alternative setting. The program was most successful for students who had been in high school for a number of years, but had not attended regularly. In the Alternative High School setting they were able to make progress on their own schedule, with a supportive and understanding teacher ready to help them when they were ready to learn. Moving forward, the Alternative High School will be looking for ways to engage students in grades 9 and 10 who are not currently attending regularly and providing support for students who again are not attending regularly, but are not able to complete high school courses.

Although the school closure due to Covid 19 interrupted many ongoing projects and goals, KDS made significant progress in all areas for development. During the school closure, our priorities were forced to shift, and our focus was on maintaining relationships and supporting families during a challenging time. Some of the areas identified above will remain as areas for growth in the coming school year, as we build on the successes and goals achieved before the school closure.

Rapport annuel – Sommaire

Le rapport annuel de l'Administration scolaire de district de Ndilo pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité aux directives sur l'éducation et de leur mise en œuvre des activités et initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

Malgré les événements qui ont marqué la dernière année scolaire, l'école K'álemì Dene a atteint bon nombre de ses objectifs. Son personnel a travaillé en collaboration pour mettre en place un plan pour l'éducation et les langues autochtones qui lui a notamment permis de consolider ses compétences en langue Wiilideh Yatì en assistant à des cours aux côtés des élèves, une approche qui permet d'apprendre et de pratiquer la langue ensemble. De plus, les enseignants et les élèves de l'école K'álemì Dene apprennent chaque semaine une nouvelle expression courante qu'ils révisent quotidiennement.

La planification de carrière a été une de nos priorités pour les élèves du secondaire. En septembre, les élèves de la 10^e à la 12^e année ont soigneusement choisi leurs cours en fonction de leurs aspirations. Ils ont fait une utilisation régulière de l'outil My Blueprint, qui leur a permis d'explorer leurs champs d'intérêt et de découvrir des options correspondantes pour la suite de leurs études ou leur entrée dans le monde du travail. Leur cours de Préparation à la vie personnelle et professionnelle leur a offert de nombreuses occasions de figurer le tout. En raison de la pandémie, les conseillers en orientation et en éducation du MÉCF n'ont pu effectuer que deux des trois visites prévues, mais les élèves ont néanmoins eu des échanges fertiles avec ces professionnels, qui étaient là pour répondre à leurs questions sur la formation et l'emploi.

À l'automne, le personnel de l'école K'álemì Dene a collaboré à l'élaboration de critères pour les plans de soutien à l'élève. Ce processus a permis aux enseignants de bien comprendre les vertus d'un plan efficace et comment s'en servir pour soutenir l'apprentissage. Ce travail a notamment mis en lumière la nécessité de revoir l'échéancier d'élaboration des plans de soutien, chose qui sera faite en 2020-2021. Puis, dans le cadre des journées de perfectionnement professionnel, les enseignants ont cherché ensemble à améliorer à l'échelle de l'établissement la compréhension des interventions universelles et des pratiques sensibles aux traumatismes, ce qui les a amenés à réfléchir aux interventions réalisées dans leur classe et aux stratégies d'enseignement adaptées qu'ils pourraient employer.

L'ouverture du laboratoire créatif « Maker Space » a fait le bonheur de tous. Enseignants et élèves ont pris plaisir à y effectuer des activités axées sur la collaboration, l'autoévaluation et la résolution de problèmes. Au niveau primaire, les élèves ont surtout relevé des défis de construction : on leur

présentait un problème assorti d'une série de contraintes, et ils devaient trouver, planifier et essayer une solution en équipe. Au niveau secondaire, les élèves ont pu s'initier à la programmation avec des programmes en ligne comme Scratch et mettre en pratique leurs apprentissages avec des robots. À tous les niveaux, les activités en laboratoire visaient à approfondir les notions du cursus et à mieux comprendre le processus de conception technique.

La venue du Programme alternatif d'études secondaires à l'école K'álemì Dene a permis de combler un besoin présent depuis plusieurs années. En effet, certains de nos élèves du secondaire ont du mal à se débrouiller en classe, mais s'épanouissent dans d'autres contextes. Le programme a été particulièrement porteur chez les élèves inscrits au secondaire depuis quelques années qui n'assistaient pas assidûment à leurs cours, car ils ont pu progresser à leur rythme, encadrés par un enseignant compréhensif disponible pour les aider au moment qui leur convenait. Nous comptons maintenant explorer comment offrir ce programme aux élèves de 9^e et 10^e année à fréquentation sporadique et fournir du soutien aux élèves qui présentent un fort taux d'absentéisme et n'ont pas les capacités de terminer leur secondaire.

Bien que la pandémie nous ait forcés à mettre de nombreux projets et objectifs sur la glace, l'école K'álemì Dene a réalisé des progrès substantiels dans tous les domaines ciblés. Avec la fermeture des écoles, nous avons dû adapter nos priorités et nous concentrer sur le soutien à fournir aux familles pour les aider à traverser cette période difficile. Pour la prochaine année scolaire, nous continuerons de faire avancer une bonne part des projets présentés ci-dessus en nous appuyant sur les réalisations accomplies l'an dernier jusqu'à la crise.

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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

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

The Ndilo 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 Ndilo 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 – Metro Huculak
- Last Election – May 2016
- 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 Ndilo District Education Authority is 1 (contracted superintendent services)
- There is an election scheduled for May 2022

Prior to the establishment of the NDEA, K'alemi Dene School was guided by the Ndilo Education Committee (NEC) made up of Ndilo community members. This committee was established in 1998 when the school in Ndilo 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'alemi 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'alemi 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'alemi Dene School.

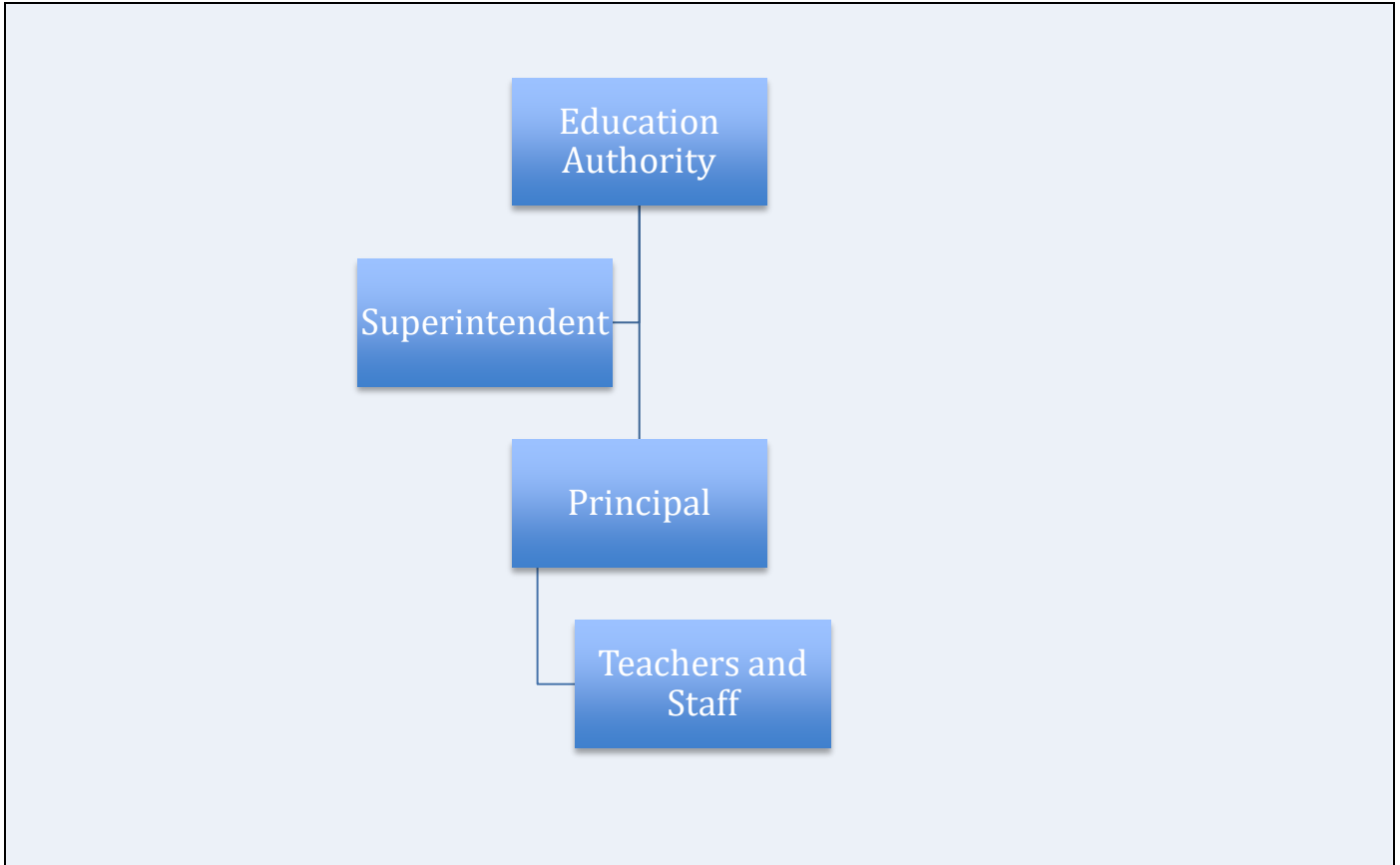
It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school 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, all positions were acclaimed. The NDEA will be sworn in June 2019 and will serve until May 2022. Current Ndilo District Education Authority:

1. Theresa Black, Trustee
2. Roberta Campbell, Trustee
3. Myra Conrad, Trustee
4. Lila Erasmus, Trustee
5. Sarah Erasmus, Trustee
6. Nyra Mackenzie, Trustee
7. Vacant Position

Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Orientation	DEA	Orientation for new members after election	TBD	Yes	
TBD	DEA	Additional training as needed		No	Additional training was not required.

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 18, 2019	K’àlemì Dene School	Yes	
October 16, 2019	K’àlemì Dene School	Yes	
November 27, 2019	K’àlemì Dene School	Yes	
January 15, 2020	K’àlemì Dene School	Yes	
February 19, 2020	K’àlemì Dene School	Yes	
April 15, 2020	K’àlemì Dene School	No	Meeting was held virtually. With additional meetings due to Covid-19 school closure.
May 20, 2020	K’àlemì Dene School	No	Meeting was held

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			virtually.
June 17, 2020	K'alemi Dene School	No	Meeting was held virtually.

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 the school, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	1	Total Anticipated Student Head Count	112
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School Name	Community	Grades Offered	Programming Highlights
K'alemi Dene School	Ndilo	JK-12	<ul style="list-style-type: none"> • Priority on teaching and learning Wilidih Yatì and culture • Several key cultural experiences throughout the school year • Focus on social and emotional well-being • Extensive and inclusive food program serving breakfast, snack and lunch • Small class sizes • Early Childhood Educator working collaboratively with the JK/K classroom teacher • Development of a Maker Space Lab • Focus on speech and language development in JK-grade 3 • First year of an Alternative High School Program • Intensive focus on career readiness and future planning

Student Profiles

The following table details general characteristics of the student population, including a description of student body ethnic backgrounds, description of 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 Ndilo District Education Authority consists of one school that will house approximately 110 students in 2019-20 school year. K'alemì Dene School (KDS) has been operating since 1998. 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 Wìlìdeh language and culture is integrated as much as possible.

K'alemì Dene School's school population is 100% Indigenous. The large majority of students are Yellowknives Dene First Nation while other students identify as Dene. This greatly influences the programming offered at KDS and is a priority to the NDEA. We strive to offer as many culturally appropriate programs and lessons including weekly Wìlìdeh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede.

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. 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.

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment, 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.

KDS maintains a teaching staff of five (5) JK to grade eight teachers, two and a half (2.5) high school teachers and three (3) educational assistants, one (1) program support teachers and one (1) principal. In the 2019-20 school year, KDS will see a large staff turn over with six (6) staff members leaving our school.

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. This position is 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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details priorities and goals, including 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.

Priorities and goals:	<p>K'àlemì Dene School Mission Statement</p> <p>The NDEA is committed to providing quality education for our students by concentrating on the following four components of learning as identified in the KDS Vision and Mission Statement:</p> <ul style="list-style-type: none"> • Language and Culture • Academics and Technology • Dene Laws and Wellness • Physical Activity. <p>Through the development of skills in these areas, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.</p> <p>Through discussions with the NDEA and KDS staff the following priorities have been determined for the 2019-20 school year:</p> <ul style="list-style-type: none"> • Increased focus on whole school approach to Wìlìdeh Yatì and culture • Increased focus on career and post-secondary education in grades 8-12 • Further increase teachers' understanding of flexible teaching strategies and the implementation of Student Support Plans. • Development of a Maker Space Lab for learning and technology • Introduction of an Alternative High School at KDS
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
Increased focus on whole school approach to Wìlìdeh Yatì and culture	• KDS will establish an Indigenous Language and Education committee that will include an NDEA member with school leadership.	Yes	
	• Staff will collaboratively develop an action plan to refine the KDS approach to Indigenous language and education in August 2019.	Yes	
	• Staff will collaboratively implement the action plan during the 2019-20 school year.	Yes	
	• Classroom teachers will participate in PD regarding Indigenous teaching and	Yes	

	<p>learning practices. One to specifically include the Residential School Awareness Training, PD may also include professional conferences.</p> <ul style="list-style-type: none"> • Classrooms teacher will commit to using at minimum one Indigenous teaching and learning practices • Students may fundraise and travel to Indspire’s Youth Gathering in March 2020. 	<p>Yes</p> <p>Yes</p>	
<p>Increased focus on career and post-secondary education in grades 8-12</p>	<ul style="list-style-type: none"> • Students in grade 8-12 will establish an account with My Blueprint • High school teachers will ensure that students access My Blueprint on monthly basis. • High School teachers will schedule time for students to explore different career options through the Career and Life Plan and CALM class. • Students in grade 8-12 will work with ECE’s Career and Education Advisors three times during the school year. • Students will attend YKDFN’s annual career fair and Skills Canada workshops. • KDS will organize a minimum of 3 career focused motivational speakers to work with grade 8-12 students. • Grade 11 and 12 students will have scheduled time with a teacher to focus directly on applying to post-secondary programs. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>Yes</p>	<p>ECE’s Career and Education Advisors were able to complete 2 out of 3 visits. The final visit could not be completed due to Covid-19.</p> <p>The YKDFN Career Fair was cancelled due to Covid-19</p> <p>KDS was able to organize 2 out of 3 presentations for the high school class. The final was cancelled due to Covid-19.</p>
<p>Further increase teachers’ understanding of flexible teaching strategies and the implementation of Student Support Plans.</p>	<ul style="list-style-type: none"> • Classroom teachers will participate in PD regarding flexible teaching strategies. • Classroom teachers will choose a flexible teaching strategy to research and use in their classroom. • STIP days will be used to provide teachers with time to explore and research their chosen flexible teaching strategy. • PLC meetings will also provide time to review flexible teaching strategies for JK-grade 7 teachers. • KDS staff will participate in PD regarding the implementation of Student Support Plans. • KDS staff will co-create criteria for 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

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	student support plans.	Yes	
Development of a Maker Space Lab for learning and technology	<ul style="list-style-type: none"> • Student Success Initiative funding will be used to support the development of a Maker Space. • 2 staff members will visit other nearby schools to learn about their Maker Space. • Classroom teachers will participate in PD regarding Maker Spaces. • JK-grade 7 classroom teachers will collaboratively plan and execute time for their students in the Maker Space. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	During the 2018/19 school year, much equipment was purchased for the KDS Maker Space project. Teachers and students are still learning how to use that equipment and new purchases this school year were not necessary.
Introduction of an Alternative High School at KDS	<ul style="list-style-type: none"> • KDS will offer an Alternative High School program during the 2019-20 school year. • One teacher will be hired to develop and manage the Alternative High School program. • Students will have access to an Alternative High School program. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	
Areas of Strength	<p>Despite having to close KDS to the public due to Covid-19, we able to accomplish many things. This is a testament to the hard-working staff at KDS.</p> <p>The KDS PST worked closely with classroom teachers to help integrate Maker Space pedagogy into various units so that lessons were connected to curriculum. It was delightful to see students thrive during their tasks. Students built structures from paper that could bear weight and cars that could hold things and more! Students planned their challenges and then reviewed their plans to improve upon their original designs.</p>		
Areas for Development	<p>Increasing access to professional development around technology and Maker Space would increase teachers' comfort level in incorporating these topics and processes into their classroom.</p> <p>KDS will continue to develop the Alternative High School Program. It is a needed program, but will take time to ensure we are meeting the needs of all students and offering a range of programming.</p>		
Additional Comments	<p>More communication from ECE about changes to high school pathways and addition required courses would help high school teachers better support their students in developing secondary, post secondary, and career plans.</p>		

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 table details priorities and goals, and connections to Departmental priorities, including performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>School Improvement Planning and relevance to school and departmental priorities, for the school year.</p>	<p>K'alemì Dene School develops a yearly school improvement plan in consultation with the NDEA and school staff. When completed, the finished document is shared through our school handbook and on the 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.</p>
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of school priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength	KDS staff help to develop School Improvement Plans collaboratively, leading to a high level of commitment to the goals and activities described therein. Teachers are engaged in the process. As well, the process recognizes the expertise within the building.		
Areas for Development	Allocating time in addition to scheduled SIP days for staff to work together on these goals is an ongoing challenge.		
Additional Comments	With the addition of ECE's Accountability Framework, the School Improvement and Reporting Directive should be reviewed with small District Education Authorities in mind.		

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 table details the approach to the completion of Annual School Reviews, including performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to the completion of Annual School Reviews.</p>	<p>KDS will develop a School Improvement Plan for the 2019-20 school year. It will identify five areas of growth and set targets and performance indicators for each area. At the end of the school year, KDS staff will review and discuss the school improvement plan which will help to inform the next year’s plan. This review will be guided using the key accountability questions outlined by ECE’s School Improvement Reporting Policy and Framework. The information gathered will help to build the School Improvement Plan for the following school year.</p>
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<p>Performance Indicators</p>	<p>Targets</p>	<p>Achieved Results</p>	<p>Explanation of Difference (if applicable)</p>
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>100%</p>	<p>0%</p>	<p>Annual School Review was not complete due to Covid-19.</p>
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength</p>	<p>Low staff turnover between 2019-2020 and 2020-2021 school years means that aspects of the 2019-2020 School Improvement Plan can be rolled over due to the Covid-19 school closure.</p>		
<p>Areas for Development</p>	<p>Lack of a reporting template makes it difficult to complete the Annual School Review with consistency.</p>		
<p>Additional Comments</p>	<p>With the addition of ECE’s Accountability Framework, the School Improvement and Reporting Directive should be reviewed with small District Education Authorities in mind.</p>		

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 table details the approach to completing staff evaluations, including performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to the completion of Staff Evaluations.</p>	<p>The KDS principal follows the process provided by ECE by using three formal observations that include a pre- and post- observation meeting and finishing with a Teacher Evaluation Report. KDS also uses a ten-minute 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.</p>
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<p>Performance Indicators</p>	<p>Targets</p>	<p>Achieved Results</p>	<p>Explanation of Difference (if applicable)</p>
<p>Number of teachers and PSTs formally evaluated in the school year.</p>	<p>6</p>	<p>0</p>	<p>Formal evaluations were started in October 2019 with at least 2 observations happening in each class. However, due to Covid-19, the third evaluation and report were not complete.</p>
<p>Number of principal and assistant principals formally evaluated in the school year.</p>	<p>0</p>	<p>0</p>	
<p>Areas of Strength</p>	<p>Principal has many opportunities to observe teachers in action, so teachers receive frequent informal feedback, which leads to few surprises in formal evaluations.</p>		
<p>Areas for Development</p>	<p>Administration needs a more seamless approach to staff evaluation. The current process is time consuming.</p>		
<p>Additional Comments</p>	<p>Unfinished evaluations will be completed in 2020/21.</p>		

Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the 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 table details the training and in-service plan, the relevance of the plan to school and departmental priorities, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Training and In-Service and relevance to school and departmental priorities, for the upcoming school year.	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.
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of training and in-service focused on school priorities	100%	100%	
% of training and in-service focused on departmental priorities	100%	100%	
% of administration days dedicated to training and in-service.	0	0	
% of collaborative STIP time dedicated to school priorities	50%	50%	
Areas of Strength	Training and in-services are responsive to teacher needs. For example, trauma-informed practice was identified by the staff as an area of need, and an in-service was quickly arranged. As well, KDS recognizes the wealth of knowledge and experience within our own staff.		
Areas for Development	Finding staff coverage for training that occurs during regular school days is an ongoing challenge.		
Additional Comments			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a 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 role of the Literacy Coordinator, the relevance of the position to school and departmental priorities, and includes 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.

Literacy Coordinator role and relevance to school and departmental priorities, for the upcoming school year.	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.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	0.25	0.25	
Literacy Action Plan in place for the school year.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
Areas of Strength	The KDS Literacy Plan was developed collaboratively and is implemented to provide consistency between classrooms. The KDS Principal brings education, knowledge, and experience to the position, and building coaching relationships between new and experienced staff.		
Areas for Development	Not having a fully funded position makes it challenging to hire for the position. While the NDEA recognizes this position should be topped up to another 0.25, half time positions are still difficult fill. Literacy is a critically important skill for students, and more funding for this position would allow for more growth.		
Additional Comments			

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 table details the programs relevance to school priorities and strategies including 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 school priorities and strategies for program implementation:	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 with a hot breakfast once a week. Then for snack, students have access to fruit. For lunch we serve sandwiches and vegetables three days/week, with hot lunch twice a week. The menu is developed using the Canadian Food Guide and when possible, locally sourced products are used. All families are welcome to access our food program. As well, when possible we keep non-perishable food items and grocery gift cards for families who may need extra help. This aspect of our program is supported by outside donations.
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
Areas of Strength	KDS offers a full food program for all of its students. Students have access to breakfast, snack, lunch and emergency food packages. The program is partially funded through outside sources.		
Areas for Development	KDS would like to serve more hot lunches, but it is not financially possible at this time.		
Additional Comments	The KDS Food Program serves many students and cost much more than ECE allocates. The program requires additional funds for both food and personnel.		

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School Specific Performance Indicators	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	Breakfast, Snack, Lunch, Emergency Care Packages	Breakfast, Snack, Lunch, Emergency Care Packages	
Total number of days and months program is offered in each school.	5 days/week 10 months/year	5 days/week 7 months	School building closure due to Covid-19. After school closure, we provided families with food cards as requested.
Approximate Total Number of children and youth served each day.	80	80	

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 table details the SSI Project proposal summary including performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	The NDEA has completed a three-year SSI Project Proposal. KDS will develop a Maker Space 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.
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SSI Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff that participate in SSI PD activities.	100%	100%	
% of support staff that participate in SSI PD activities.	0%	0%	
Areas of Strength	Teachers have worked collaboratively to add a Maker Space component to their units and lesson plans. Students have been challenged with building and robotics activities that engage students in experiment and design.		
Areas for Development	KDS does not have a space to dedicate to a Maker Space Lab. When materials are stored, they are often not used to their full potential. Additional professional development for teachers relating to technology would increase the use of these activities in the classroom.		
Additional Comments	KDS is excited to integrate the pedagogy behind Maker Space with the expansion of our On-the-Land programming for the 2020/21 school year.		

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the 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.

Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength	The KDS Safe Schools Committee meets regularly to discuss, plan, and implement the Safe Schools Plan.		
Areas for Development	KDS has employed a PBIS approach in previous years, however time is needed to review these strategies with new staff.		
Additional Comments			

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. 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 table details the approach to for the integration of evidence-based healthy relationship programming including performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to integration of evidence-based healthy relationship programming.</p>	<p>Currently KDS staff have chosen to use different programs than those endorsed by ECE. From JK to grade 8, 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 8. As well, KDS is a Positive Behavioural Interventions and Supports School. This is a school wide initiative that allows us to focus on proactive strategies for defining, teaching and supporting appropriate student behaviour to create a positive school environment.</p> <p>In past years, we have used The Fourth R – Healthy Physical Relationships Education with our high school students. Unfortunately, due to high staff turnover this past year, we do not have anyone trained to offer the program. We look forward to this in-service so that we can offer the programming with fidelity.</p>
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	0%	0%	
Number of schools offering LEADS to grade 4-6 students.	0%	0%	
Number of schools offering the Fourth R to grade 7-9 students.	100%	100%	
Number of schools offering HRPP to grade 10/11 students.	100%	100%	

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Areas of Strength	Second Step was identified by staff as the preferred program, so staff are motivated to deliver the program effectively. The PST supported teachers in the fall to help initiate the program.
Areas for Development	Continuing staff training on the Fourth R programming is needed to help make the program successful.
Additional Comments	

School Specific Performance Indicators	School Target	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.	<ul style="list-style-type: none"> • Positive Behavioural Intervention and supports (JK to grade 7) • Second Step (JK to grade 7) • Foxy/Smash • Talking About Mental Health (TAMI) 	All programs were used.	

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, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
Wiilı̨deh Yatı̨	Core	JK-K	45 minutes	45 min/week	
Wiilı̨deh Yatı̨	Core	Gr. 1-7	90 minutes	90 min/week	
Wiilı̨deh Yatı̨	Core	Gr. 8-12	75 hours/year	50 hours/year	School building closure due to Covid-19.

** One row per Language/per school*

3. Inclusive Schooling

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

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	0.5		0.5	

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		1.00	

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	0.25		0.25	Contracted services

** Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.*

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)
1.67	4.61	We have one full time educational assistant in JK/K. As well, we have high percentages of students on MEPs, and/or behaviour plans that require extra support.	4.61	

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)
\$10,454	\$10,454		\$5480.00	Not all services could be completed due to Covid-19.

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	Yes	
Reviewing SSP and IEP process and criteria	PST Educators EAs Principal	Reviewing SSP process, setting criteria for developing SSPs and IEPs	August 2019	Yes	
Developing flexible instructional strategies	PST Educators EAs Principal	Teachers will review differentiation strategies, ask an inquiry question to guide their research and strategy use.	August January April Weekly PLC meetings	Yes	

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		Staff will then share progress and set new goals throughout year.			
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		No	Second and third visits were not complete due to Covid-19.

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The following table details the approach to inclusive schooling Professional Development, the relevance of the plan to school and departmental priorities, and includes performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Approach to Inclusive Schooling Professional Development and relevance to school and departmental priorities, for the school year.</p>	<p>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 and building on students’ strengths and using a collaborative approach that includes families whenever possible.</p>
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Performance Indicators	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	Professional development is responsive to teachers and educational assistants identified needs so that they are better prepared for working with students.		
Areas for Development	Additional training on supporting students with complex needs as they transition out of high school is needed.		
Additional Comments/Requests for Support			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Dean Educational and Psychological Consulting	Assessments	Educational assessments and professional development	1	3 visits	\$3600.00
Mind-Full Educational Consulting	Math Consultant	Inclusion strategies for math	1	2 visits	\$1880.00
Edmonton Autism Services	Autism Spectrum Disorder	Consulting for students with Autism	1	2019-20 School year	\$0
Natasha Duchene Expressive Arts Therapy	Art Therapy	Students with trauma	1	2019-20 School year	\$8470.00
TBST	Consultant	Trauma Informed Practices	1	1 visit	\$0

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 (\$)
\$18,820	\$674.95	Flyleaf Reading Program	-7367.30
	\$2058.60	Subscriptions to online programs for enrichment, additional practice and access to materials.	
	\$6571.88	Laptops	
	\$1253.27	Classroom resources and visuals	
	\$894.00	SLP Services	

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)
\$16,584	\$16,584		\$8470.00	Contracted counselling services could not be continued due to Covid-19

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 table details the approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including 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.

Approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	KDS staff will begin the 2019-20 school year, by reviewing the SSP/IEP process. Staff will work collaboratively develop criteria for writing SSPs with effective students supports. With the support of the RISC and PST, staff write and review SSPs as per the KDS schedule.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	75%	Due to school building closure in March 2020.
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%	
Number of times per month that the RISC meets with PSTs via video/phone conference?	0	0	
Number of times per year that the RISC meet with the PSTs in person	Daily	Daily	
Areas of Strength	Teachers and students alike have collaborated to develop an open, inclusive classroom environment at KDS, where students feel comfortable having accommodations and/or modifications while still being a part of the class.		

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Areas for Development	Using Classroom Support Plans may address many of the needs outlined by SSPs, and will be incorporated into the Class Review process next year.
Additional Comments	

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

<p>Approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>At KDS, we strive to meet the needs of all our students. This process starts by developing transition plans as they move to different classrooms and teachers, working together to complete strengths-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. As well, staff have identified flexible instructional strategies and differentiation as an area of focus on the KDS Strengthening Teacher Instructional Practices.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	
% of classroom teachers who will meet with the PST at least once a month.	100%	100%	
% of support assistants who will meet with PST at least once a month.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities.	100%	100%	

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Areas of Strength	KDS staff participated in professional development where staff developed a list of tier one flexible teaching strategies that would be consistent in all classrooms.
Areas for Development	If time permitting, KDS staff will continue to participate in professional development in this year to build flexible teaching strategies.
Additional Comments	

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 table details the 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 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.

Approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	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.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of schools that have an established an operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
Areas of Strength	KDS has been able to find a solution-oriented process that that helps supports students and teachers.		
Areas for Development	It is not always possible to include educational assistants in the SBST meetings due to operational constraints. Finding ways to incorporate their perspectives remains an area for development.		
Additional Comments			

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

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

<p>Approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>KDS recently implemented a process to follow in regards to SSPs and IEPs. 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, 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.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%	100%	KDS does their best to encourage family participation.
% of parents participating in developing IEPs for those students requiring them.	100%		The number of parents participating in developing IEPs for those students requiring them is too small to list.
% of students participating in developing their own SSPs, when required and appropriate.	100%	0%	KDS PST has reviewed the SSP process and included this step for teachers.
% of students participating in developing their own IEP, when required and appropriate.	100%		The number of students participating in developing their own IEP, when required and appropriate, is too small to list.
Areas of Strength	Using the draft template for IEPs that focuses on students’ strengths, KDS staff was able to get parental		

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	consent on more IEPs than any previous year.
Areas for Development	KDS teachers and PST will work closely with students to gather input into their SSPs.
Additional Comments	

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 approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes 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.

Approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	At KDS, we strive to meet the Priority Time-Use targets through scheduled meetings time including professional learning communities, assessment-to-instruction and class reviews. These meetings help determine how support will be directed to maximize priority time use targets. PST is responsible for managing time-use through a year plan.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	100%	
Areas of Strength	Frequent communication between teachers and PST allows us to make sure time is used effectively.		
Areas for Development	Incorporating more opportunities for collaboration with teachers remains a priority.		
Additional Comments			

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.

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 centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
0.50	0.50		0.50	

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.25	1.25		1.5	At KDS, we have partnered a fluent Wilhìdeh speaker with a teacher.

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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)
\$30,300	\$30,300		30,300	

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. It is important for 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.

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

<p>Approach to build the school-community relationship in all schools.</p>	<p>In the 2019/20 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 a classroom teacher. 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.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%	
% of schools with Elders in Schools programming	100%	100%	
% of schools hosting community gatherings rooted in local cultures	100%	100%	
Areas of Strength	A new addition to KDS’s cultural programming, the 2019/20 school year began with a Feed the Fire Ceremony that was attended by many community members.		
Areas for Development	While KDS started with an ILE committee, it did not meet during the school year. Meeting quarterly is a goal for the 2020/21 school year.		
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	Part-time and event specific	Part-time and event specific	
Type of activities provided through Elders in Schools <i>(description/grades)</i>	JK-grade 12 <ul style="list-style-type: none"> • Language Instruction • Classroom visits • Cultural expertise 	JK-grade 12 <ul style="list-style-type: none"> • Language Instruction • Classroom visits • Cultural expertise 	
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	<ul style="list-style-type: none"> • 3 Feasts/year • 1 Family Fun Nights/year • Inviting community to join 3 culture camps/year (e.g. duck plucking) 	Two Feasts One Family Fun Night Community are always welcome to attend culture camps	Due to Covid-19 restrictions, were unable to hold any large gatherings of people after March 2020.

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the approach to Strengthen Training for Northern Educators, and includes school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential Schools Training.</p>	<p>To seamlessly integrate language and culture into schools, classrooms and planning, it is necessary to have a deep understanding of the culture and history of our school’s community. The NDEA is committed to ensuring that KDS educators have access to professional development and cultural opportunities. This includes participating in a minimum of two Cultural Orientation days, professional readings, opportunities to attend related conferences, scheduled planning time to integrated language culture and opportunities to contribute to the school’s whole school language approach. Staff at KDS are also expected to attend Key Cultural Experiences with their classes. At this time, 66% of staff have completed the Residential School Awareness Training, however, this number could change when hiring for the 2019/20 school year is complete.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
<p>Type of gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<ul style="list-style-type: none"> • Cultural Orientation Days • Monthly professional reading • Participating in KDS Key Cultural Experiences • Inviting members of YKDFN to share expertise with staff 	<p>One Cultural Orientation Day</p> <p>KDS Staff participate in Key Cultural Experiences</p> <p>YKDFN band members were invited to share</p>	

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		expertise with KDS staff.	
% of schools holding Teacher Cultural Orientation Days	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participants	All staff will participate in ECE's Residential School Awareness Training. 100% staff will participate in professional readings regarding Residential Schools	All staff participated in ECE's Residential School Awareness Training. Staff did not participate in professional readings regarding Residential Schools	Due to Covid-19, it was not possible to organize further professional development in this area.
Areas of Strength	For the past two years, KDS staff has participated in ECE's Residential School Awareness Training. Staff are willing and ready to expand their understanding of the colonization of Canada.		
Areas for Development	It is important to continue learning about the colonization of Canada and what role KDS staff can play in reconciliation.		
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	100% of staff will participate in Cultural Orientation Days. Activities may include: learning Wìlhìdeh Yatì, YKDFN history and the Akaitcho Treaty history, culturally	100% of staff participated in one Cultural Orientation Days.	Due to Covid-19, one of the Cultural Orientation Days was cancelled.

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	appropriate skills (beading, duck plucking, snaring, etc.).		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	4	2	Unfortunately, we had local resource people booked, but they cancelled at the last minute.

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 table details the approach to ensure that the school employs a Whole School Approach to Language Use, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>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 Wiilìdeh Yatù in our building. Staff will start by reviewing the NWT JK-12 Indigenous Languages and Education Handbook, then as a group develop a plan that will meet the needs of our students. KDS will continue to use the Our Languages Curriculum to deliver language instruction for all grades.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools offering Indigenous language training and support to all staff members.	100%	100%	Unfortunately, Covid-19 postponed the training we had planned for the summer.
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength	When you enter KDS, you are greeted with a welcome sign in Wiilìdeh Yatù with a photograph of an Elder on the land. As you come further into the building you will see beautiful hand beaded baby belt made by the same Elder. The space makes people feel welcome and introduces them to YKDFN language and culture.		
Areas for Development	For 2020/21, we will have the KDS Mission and Vision statement translated into Wiilìdeh Yatù.		

Additional Comments	
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School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	<ul style="list-style-type: none"> Develop a collaborative action plan for to increase language use. 	KDS staff developed a collaborative action plan for to increase language use.	

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

<p>Approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>KDS will continue to strengthen our approach to Indigenizing teaching and learning practices. The NDEA recognizes the importance of strengthening staff’s understanding of Indigenous worldviews so that they can provide culturally appropriate teaching and learning practices. This will help staff recognize the Indigenous principles of holism, spiritual 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.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>KDS staff will have a collaborative approach to developing an action plan to increase language use at KDS.</p>	<p>KDS staff had a collaborative approach to developing an action plan to increase language use at KDS.</p>	
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength</p>	<p>Staff work to incorporate project-based learning, which is one way of applying a more holistic approach.</p>		

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Areas for Development	KDS staff will continue to develop their skills in this area. While we have been able to make excellent progress, there is always room for improvement.
Additional Comments	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential, and/or relational).	<p>100% of classroom teachers will participate in professional development about Indigenous teaching and learning practices.</p> <p>Each teacher will choose one practice to apply throughout the year (spiral, holistic, experiential or relational).</p>	<p>100% of classroom teachers participated in professional development about Indigenous teaching and learning practices.</p> <p>Each teacher chose one practice to apply throughout the year.</p>	

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 plan to Indigenize content, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>Providing students with a culturally relevant education remains a priority of the NDEA. KDS will continue to provide teachers with dedicated time throughout the school year to integrated Indigenous (specifically YKDFN focused) content into their long range, unit and lesson plans.</p> <p>Staff will be provided with scheduled time for integrated language and culture planning with the expectation that all long-range, unit and lesson plans include Indigenous content. 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.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<ul style="list-style-type: none"> • Scheduled planning time. • Meetings with School Elder, Coordinator and resource people • Scheduled time for sharing ideas 	<p>Teachers had one day of planning time.</p> <p>Teachers had opportunities to plan with our School Elder, Coordinator and resource people</p>	<p>Due to Covid-19 and the school closure, we were not able to continue with our plans in the spring.</p>
<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100%</p>	<p>100%</p>	

Ndilo District Education Authority Annual Report

Areas of Strength	KDS uses Dene Kede curriculum effectively, using it to inform long range and unit planning.
Areas for Development	Continued work is needed to ensure education staff can seamlessly integrate Dene Kede with all curriculum.
Additional Comments	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	100%	100%	

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 approach to offer key cultural experiences and includes 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.

Approach to offer key cultural experiences	KDS will continue to provide several Key Cultural Experiences throughout the 2019-20 school year as they are the cornerstone of our cultural programming. These experiences are coordinated with YKDFN community members and cultural experts.
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Performance Indicators	Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%	
% of schools with Key Cultural Experiences that include full staff participation.	100%	100%	
Areas of Strength	Over the years, KDS has developed a robust on-the-land program. It embodies spiral learning and follows the traditional YKDFN calendar of events. Each year students spend time on the land learning how to trap and snare fur bearing animals. This has allowed us to trap our own animals, skin and tan the furs and make mittens with those furs for students to use during future camps.		
Areas for Development	The NDEA is looking to expand on our program. We would like to see students spending more time on the land.		
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
<p>Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)</p>	<ul style="list-style-type: none"> 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. Grade 1-7 students will participate in approximately 7 full day culture camps Grade 8-9 will participate in approximately 7 full day culture camps with additional time provided for outside opportunities provided by YKDFN. 	<p>JK/K class participated in 3 culture camps.</p> <p>Grade 1-7 participated in 3 full day culture camps.</p> <p>Grade 8-9 three full day culture camps and were provided time for YKDFN organized activities.</p>	<p>The school building closed due to Covid-19 in March 2020</p>
<p>Type of Key Cultural Experiences provided</p>	<ul style="list-style-type: none"> Berry and Plant Harvesting Net Fishing Trapping and Snaring Birch Tree Tapping Ducking Plucking Tanning Moose Hides Canoe Trips Snowshoe Camps <p>Please note Key Cultural Experiences depend on the Cultural Experts availability.</p>	<p>Berry Picking</p> <p>Three-day high school canoe trip</p> <p>Net Fishing</p> <p>Snaring rabbit and trapping martens</p>	<p>We were not able to find Cultural Experts to run a moose hide tanning camp.</p> <p>Due to Covid-19, we were not able to offer our late winter and spring camps.</p>
<p>% of schools that that involve community members who are not a part of regular school staff in Key Cultural Experiences.</p>	<p>100%</p>	<p>100%</p>	<p>All camps included community members who are not regular staff members.</p>

Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Ndilo	\$13,342	\$13,342		\$13,342	CTS Course/ Making Mittens Fur tanning Plant harvesting Net fishing	

Appendix B: Operating Plan - Operating Budget

Submitted in June 2020

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

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

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	2,369,463	2,414,646	2,435,179
Indigenous Languages Contributions			
French Language Contributions			
ECE Other Contributions		16,000	3,000
Sub-Total ECE	2,369,463	2,430,646	2,438,179
GNWT Other Contributions	17,500		28,080
Total GNWT	2,386,963	2,430,646	2,466,259
Federal Government Jordan's Principle	106,241		332,680
Federal Government Other Property Tax Requisitioned Other Education Bodies Education Body Generated Funds			
Rentals			
School Fees			
Investment Income			
Donations	36,500		87,166
Other		100,000	
Total Generated Funds	36,500	100,000	87,166
TOTAL REVENUES	2,529,704	2,530,646	2,886,105
<u>EXPENSES</u>			
Administration (see Schedule 2)	45,000	48,000	49,308
School Programs (see Schedule 2)	1,534,229	2,053,904	1,435,610
Operations and maintenance (see Schedule 2)	190,427		
Inclusive Schooling (see Schedules 2&3)	438,805	529,861	263,537
Indigenous Languages and Education (see Schedules 2 & 4)	267,243	217,931	167,950
Student/Staff Accomodations (see Schedule 2)	0		0
Debt Service			
Other			
Sub-Total Expenses Before Amortization	2,475,704	2,849,696	1,916,405
Amortization (see Schedule 6)			
TOTAL EXPENSES	2,475,704	2,849,696	1,916,405
ANNUAL OPERATING SURPLUS (DEFICIT)	54,000	-319,050	969,700
ACCUMULATED SURPLUS (DEFICIT) OPEN *	0	0	0
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	54,000	-319,050	969,700

*Not required for YK1 and YCS - See Schedule 6

Appendix C: Annual Report - Audited Financial Statements

Please see second attachment

**K'alemi Dene School
(Ndilo District Education Authority)**

Financial Statements

June 30, 2020

K'alemi Dene School
(Ndilo District Education Authority)

Financial Statements

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Management Discussion and Analysis

Introduction

This Management Discussion and Analysis is prepared for the Ndilo District Education Authority (NDEA) to promote transparency and accountability.

NDEA Vision: "Building our children's future by teaching and learning the Dene way."

Mission Statement: K'alemi Dene School is committed to providing quality education for our students by concentrating on the 4 components of learning:

- Language and culture
- Academics and technology
- Dene Laws and Virtues
- Physical and Active Living

Through the development of skills in these areas, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.

The vision and mission statement were developed during a community meeting in the Spring of 2010. Each year, the NDEA hosts a community meeting, where the vision and mission statements are discussed and community input is gathered. Both of these statements and input from NDEA and community meetings shape the learning priorities and planning for the K'alemi Dene School as reflected in the NDEA Operating Plan for the 2019-20 school year.

The NDEA is an independent legal and accounting entity with an elected Education Authority as stipulated in Section 82 of the Education Act. The Education Authority has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters. Members serve a three-year term. The NDEA is responsible for one school, K'alemi Dene School (KDS). All members serve on the financial committee.

Current NDEA Board Members:

Lila Erasmus	Chair Person
Sarah Erasmus	Vice Chair Person
Cecilie Beaulieu	Trustee
Theresa Black	Trustee
Roberta Campbell	Trustee
Myra Conrad	Trustee
Nyra Mackenzie	Trustee

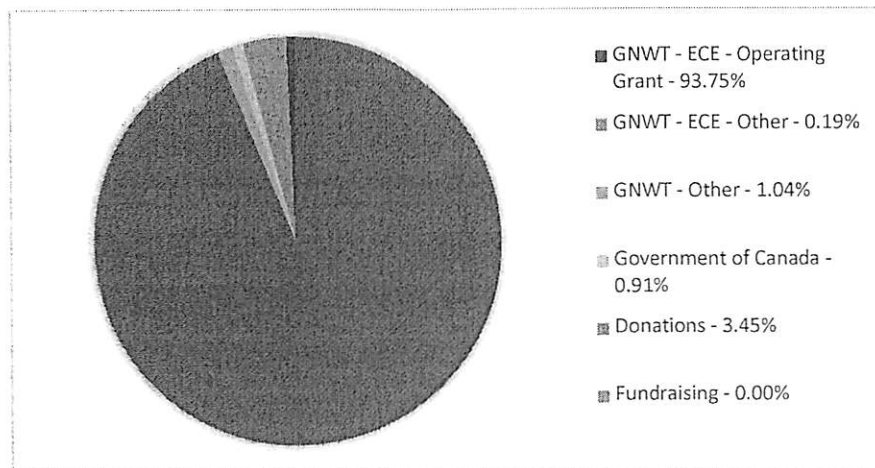
Ndilo District Education Authority Administration:

Metro Huculak	Former Superintendent of Yellowknife Education District No. 1
Ed Lippert	Current Superintendent of Yellowknife Education District No. 1
Meagan Wowk	Principal of K'alemi Dene School

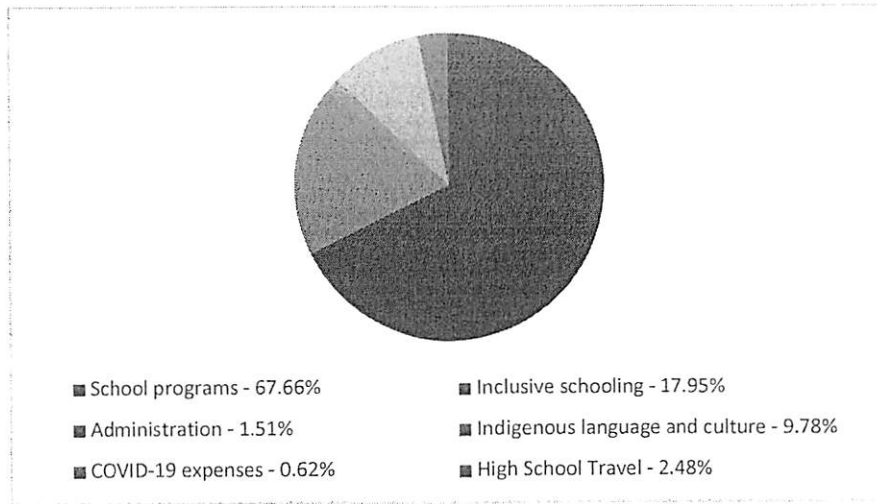
Key Financial Highlights

- In 2019-20, KDS had an enrollment of 113 full time students from junior kindergarten to grade 12. For the past 3 years enrollment has increased by approximately 10 students/year.
- The NDEA has an accumulated surplus of \$1,180,960. This increased from \$1,030,611 in 2019. A healthy surplus is required to manage upcoming maternity leaves, fluctuating enrolment and the prospect of upcoming complex needs students.
- The NDEA is able to maintain a staff of approximately 20 full time employees. Most positions are funding by ECE's school funding formula, but the NDEA feels there are other positions required to deliver quality programming like the Food Service Assistant, and additional Education Assistants.
- Due to Covid-19, KDS has expanded to nine classrooms to meet all the requirements from the Office of the Chief Public Health Officer. In order to do this, we converted the Culture Room into a classroom. The Language and Culture Instructor now conducts lessons by moving each classroom. All classrooms are multi-grade splits.

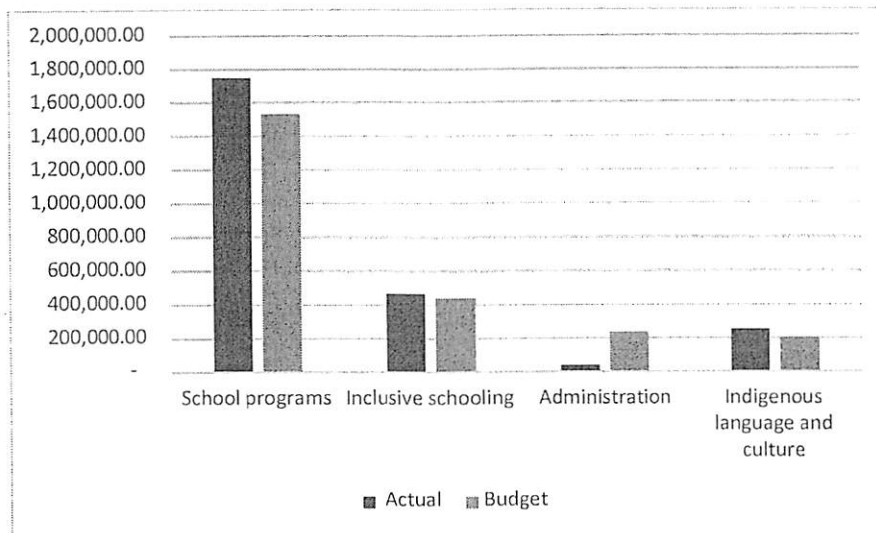
Operating Revenue for the NDEA in 2020



Expenses by program for the NDEA in 2020



Operating expenditure actuals compared to budget for NDEA in 2020



NDEA Enrolment (FTE) by school and by grade as of September 30, 2019

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
KDS	8	7	9	12	9	8	6	6	8	7	8	14	6	5
NDEA Total	8	7	9	12	9	8	6	6	8	7	8	14	6	5

During the 2019-20 school year, the NDEA employed:

Positions	Number of staff
Classroom Teachers	9
Language Instructor/Elder*	0.5
Indigenous Language and Culture Coordinator	1
PST	1
Educational Assistants	5
Food Service Assistant*	0.7
Custodian*	0.8
Principal/Regional Inclusive Coordinator	1
Total NDEA Staff	18.9

Please note the NDEA contracts superintendent services from Yellowknife Education District No. 1 (YK1). All instructional staff are employees of YK1 and follow the YK1 Collective Agreement. YK1 invoices the NDEA for salaries and benefits. The employees with asterisks are employees of the Yellowknives Dene First Nation (YKDFN). YKDFN invoices the NDEA for these salaries and benefits.

Operating Environment

Strengths and Opportunities

KDS is a small community school that serves students and families from junior kindergarten to grade 12. We have a comprehensive culture program that includes an Elder, Wiilideh Yatì Instructor and Indigenous Language and Culture Coordinator. Language classes follow the new curriculum *Our Languages* developed by the Department of Education, Culture and Employment (ECE). The culture camps are planned using the seasonal Yellowknives Dene First Nation calendar. Enhancing our language and culture program remains a priority to the NDEA and we continue to seek opportunities to expand our programming and capacity for delivering quality programming.

We provide an inclusive education environment that many families from Yellowknife seek out. We also ensure all of our families have access to transportation, a food program and integrated services in the school. It is the priority of the NDEA to maintain small classroom sizes. This ensures that classroom teachers have the time required to meet individual needs.

At this time, KDS has received additional funding to support an Alternative High School program for students who have not been successful in the traditional model. We feel it is important to

meet these students needs by providing flexible scheduling and other supports to help them complete courses and provide supports for healthy living.

Weaknesses and Threats

As identified by the Early Development Instrument (EDI) and Middle Development Instrument (MDI), many of our students enter school with vulnerabilities in their different areas of their development. Both the EDI and MDI are assessments mandated by ECE and administered in kindergarten, grade four and grade seven.

There are also a number of poverty, addictions and mental health issues facing our students and families. It is critical that interagency partnerships are established so that proactive supports can be put into place.

As well, the lack of gymnasium continues to threaten KDS programming and enrollment. The NDEA is grateful to YKDFN for the use of the Ndiq Community Gym. Unfortunately, this space is frequently used for meetings, funerals and other community events. The community gym is also small and not adequate for older students. This often hinders skill development because students do not have the space to run drills or multiple games. KDS often loses students to other Yellowknife schools due to inadequate gymnasium space.

Lack of classroom space continues to provide challenges to the types of programming we can offer and hinders opportunities for growth. To accommodate programming changes, the activity room and computer room have been converted to classrooms. We are often at loss for space for counselling and health services.

Fluctuating enrollment has the potential to threaten funding and the programs offered. When one or two families move away, students switch schools or a low birth year, these factors can dramatically affect enrollment, thus funding.

Financial Condition

The Authority's financial assets decreased from \$1,678,281 to \$1,263,600. A large portion of this decrease relates to lower balance of cash at the end of the year. This year the net financial assets (financial assets less liabilities) were \$1,177,871 compared to \$1,026,835 in the prior year.

The Authority had an operating surplus of \$150,349 for the year. This surplus is mainly attributed to higher amount of funding received from ECE during the year. The accumulated surplus at year end is \$1,180,960.

Accounts payable and accrued liabilities have decreased from \$46,091 to \$38,587 due to decrease in amounts owing on VISA at year-end.

The Yellowknife Education District No. 1 payable is zero in 2020, contrasting with the amount of \$429,132 in 2019, which represents payroll costs for June, July, and August 2019. In 2020, the

June, July, and August wages were paid before year-end. As such, there is no outstanding payable balance.

In 2020, the NDEA received 95% of its funding from the GNWT. The core funding increased from \$2,440,179 to \$2,569,751 in the current year. The NDEA received funding from the Government of Canada from the Jordan's Principle program to subsidize the cost of transportation in 2020. Other revenue in the current year of funding mainly consists of donations for high school travel in 2020.

Management Responsibility for Financial Reporting

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

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2020

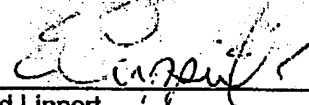
The Management Discussion and Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of K'alemi Dene School ("the Education Authority") in all material respects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

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

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

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

Approved and confirmed on behalf of the Education Authority



Ed Lippert Superintendent

September 24, 2020

Independent Auditors' Report

**To the Minister of Education, Culture and Employment
Government of Northwest Territories
and to the Members of K'alemi Dene School**

Report on the Financial Statements

We have audited the accompanying financial statements of K'alemi Dene School (the "Authority") which comprise the Statement of Financial Position as at June 30, 2020 and the Statement of Changes in Net Assets, Statements of Operations and Statement of Cash Flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the *Basis of Qualified Opinion* paragraph, these financial statements present fairly, in all material respects, the financial position of K'alemi Dene School as at June 30, 2020 and the restful of its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

During the year, the Authority generated a significant amount of revenue from donations and fundraising activities, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of these revenues was limited to the amounts recorded in the records of the Authority. Therefore, we were not able to determine whether any adjustments might be necessary to fundraising revenue, operating deficits, cash flows from operations, current assets and accumulated deficit for the year ended June 30, 2020. Our audit opinion on the financial statements for the year ended June 30, 2020 was modified accordingly because of the possible effects of this limitation in scope.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the financial statements and our auditors' report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independent Auditors' Report (continued)

Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditors' Report (continued)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Fund's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Fund to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Report on Compliance with Specified Authorities

In conjunction with the audit of the financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.



Chartered Professional Accountants

Yellowknife, Northwest Territories
September 24, 2020

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Financial Position

As at June 30, **2020** **2019**

Financial Assets

Cash and cash equivalents (Note 5)	\$ 1,175,400	\$ 1,579,957
Portfolio investments (Note 8)	77,649	76,883
Due from the Government of Canada (Note 14)	10,076	18,225
Accounts receivable (Note 9)	475	3,216

1,263,600 **1,678,281**

Liabilities

Accounts payable and accrued liabilities (Note 11)	38,587	46,091
Payroll liabilities (Note 11)	-	445,389
Deferred revenue (Note 12)	-	114,215
Leave and termination benefits (Note 18)	47,142	45,751

85,729 **651,446**

Net Financial Assets

1,177,871 **1,026,835**

Non-Financial Assets

Prepaid expenses (Note 21)	3,089	3,776
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Accumulated Surplus (Note 36)

\$ 1,180,960 **\$ 1,030,611**

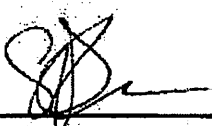
Represented By:

Operating Fund	\$ 1,150,763	\$ 1,030,611
High School Travel Fund	30,197	-

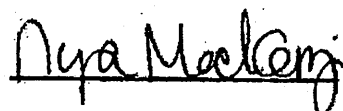
\$ 1,180,960 **\$ 1,030,611**

Contractual obligations and contingencies (Notes 23 and 24)

Approved on behalf of the Education Authority



Chairperson



Trustee

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Operations

For the year ended June 30,	2020	2020	2019
	Budget (unaudited)	Actual	Actual
Revenue			
Government of the Northwest Territories (GNWT)			
ECE Regular contributions	\$2,369,463	\$2,569,751	\$2,440,179
ECE Other contributions (Note 32)	-	5,345	2,000
Total ECE	2,369,463	2,575,096	2,442,179
GNWT Other contributions (Note 33)	17,500	28,555	43,175
Government of Canada			
Jordan's Principle (Schedule 5)	106,241	25,000	333,180
Transfer to deferred revenue (Note 12)	-	-	(114,215)
Total Government of Canada	106,241	25,000	218,965
Education authority generated funds			
Donations - general	36,500	56,195	159,171
Donations - High School Travel	-	38,325	-
Transfers from other education authorities	-	17,225	19,159
Investment income	-	767	383
	2,529,704	2,741,163	2,883,032
Expenses (Schedule 1)			
School programs	1,534,229	1,750,999	1,884,274
Inclusive schooling	438,805	467,477	559,355
Administration	235,427	39,052	48,573
Indigenous Language and Culture	267,243	252,979	211,959
COVID-19 Expenses	-	16,019	-
High School Travel	-	64,288	-
	2,475,704	2,590,814	2,704,161
Operating surplus before other items	54,000	150,349	178,871
Other items			
Grant in-kind - GNWT assets provided at no cost (Note 22)	-	226,653	226,653
Rent expense - GNWT assets provided at no cost (Note 22)	-	(226,653)	(226,653)
	-	-	-
Operating surplus	54,000	150,349	178,871
Opening accumulated surplus	1,030,611	1,030,611	851,740
Closing accumulated surplus	\$1,084,611	\$1,180,960	\$1,030,611

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Changes in Net Financial Assets

For the year ended June 30,	2020	2019
Operating surplus	\$ 150,349	\$ 178,871
Change in prepaid expenses	687	520
Increase in net financial assets	151,036	179,391
Net financial assets, beginning of year	1,026,835	847,444
Net financial assets, end of year	\$ 1,177,871	\$ 1,026,835

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Cash Flows

For the year ended June 30,	2020	2019
Cash provided by (used in):		
Operating Activities		
Operating surplus	\$ 150,349	\$ 178,871
Change in non-cash assets and liabilities		
Decrease (increase) in accounts receivable	2,741	(2,741)
Increase (decrease) in deferred revenue	(114,215)	114,215
Decrease in accounts payable and accrued liabilities	(7,503)	(4,408)
Decrease in payroll liabilities	(445,389)	(4,515)
Increase in leave and termination benefits	1,391	5,826
Decrease (increase) in amounts due from Government of Canada	8,149	(13,109)
Decrease in prepaid expenses	687	526
	(554,139)	95,794
Cash provided by (used in) operating transactions	(403,790)	274,665
Investing Activity		
Re-invested interest	(767)	(383)
Increase (decrease) in cash and cash equivalents	(404,557)	274,282
Cash and cash equivalents, beginning of year (Note 5)	1,579,957	1,305,675
Cash and cash equivalents, end of year (Note 5)	\$ 1,175,400	\$ 1,579,957

K'alemi Dene School

Schedule 1 Details of Expenses

For the year ended June 30,		2020	2020	2019					
	School Programs	Inclusive Schooling (schedule 2)	Administration	Indigenous Language and Culture Programs (schedule 3)	COVID-19 Expenses	High School Travel	Total	Budget (unaudited)	Total
Salaries									
Teachers' salaries	\$ 990,254	\$ 210,172	\$ -	\$ 138,938	\$ -	\$ -	\$ 1,339,364	\$ 1,222,768	\$ 1,268,697
Instruction assistants	56,691	144,224	-	-	-	-	200,915	128,596	259,389
Non-Instructional staff	123,553	5,377	-	73,710	-	-	202,640	145,207	197,758
Board/Trustee honoraria	-	-	11,959	-	-	-	11,959	15,000	13,050
Other	-	-	-	-	-	-	-	629,048	-
Total Salaries	1,170,498	359,773	11,959	212,648	-	-	1,754,878	2,140,619	1,738,894
Employee Benefits									
Employee benefits and allowances	232,658	62,063	-	30,414	-	-	325,135	-	285,765
Leave and termination benefits	850	309	-	232	-	-	1,391	-	5,826
Total Employee Benefits	233,508	62,372	-	30,646	-	-	326,526	-	291,591
Services Purchased or Contracted									
Advertising/printing/publishing	-	-	-	-	-	-	-	1,000	-
Insurance and permits	5,742	-	-	-	87	-	5,829	-	4,971
Interest and bank charges	-	-	50	-	-	-	50	-	648
Maintenance and repairs	38,878	-	-	652	-	-	39,530	20,000	41,349
Postage/communication	13,626	-	-	-	208	-	13,834	15,000	12,398
Professional/technical services	50,346	13,904	26,598	7,422	-	-	98,270	96,000	135,807
Rentals/leases	26,206	-	-	-	-	-	26,206	1,000	8,634
Student transportation (busing)	37,233	25,093	-	-	-	447	62,773	58,810	71,520
Travel	17,356	2,364	-	-	-	29,672	49,392	15,000	75,488
Utilities	3,089	-	-	-	-	-	3,089	-	2,329
Total Services Purchased or Contracted	192,476	41,361	26,648	8,074	295	30,119	298,973	206,810	353,144
Total Materials/Supplies/Freight	154,517	3,971	445	1,611	15,724	34,169	210,437	128,275	320,532
Total Expenses	\$ 1,750,999	\$ 467,477	\$ 39,052	\$ 252,979	\$ 16,019	\$ 64,288	\$ 2,590,814	\$ 2,475,704	\$ 2,704,161

K'alemi Dene School

Schedule 2 Details of Inclusive Schooling Expenses

For the year ended June 30,

2020

	Jordan's Principle	General Inclusive Schooling	Total
Salaries			
Teachers' salaries	\$ -	\$ 210,172	\$ 210,172
Instruction assistants	-	144,224	144,224
Non-Instructional staff	-	5,377	5,377
Total Salaries	-	359,773	359,773
Employee Benefits	\$ -	\$ 62,372	62,372
Services Purchased or Contracted			
Professional/technical services	-	13,904	13,904
Student transportation (busing)	25,000	93	25,093
Travel	-	2,364	2,364
Total Services Purchased or Contracted	25,000	16,361	41,361
Total Materials/Supplies/Freight	-	3,971	3,971
Total Expenses	\$ 25,000	\$ 442,477	\$ 467,477

K'alemi Dene School**Schedule 3****Details of Indigenous Language and Education Program Expenses**

For the year ended June 30, 2020

	Student Instruction	Total
Salaries		
Teachers' salaries	\$ 138,938	\$ 138,938
Language consultants	-	-
Instruction assistants	73,710	73,710
	212,648	212,648
Employee Benefits	30,646	30,646
Services Purchased/Contracted		
Maintenance and repairs	652	652
Professional/technical services	7,422	7,422
	8,074	8,074
Materials/Supplies/Freight	1,611	1,611
Total	\$ 252,979	\$ 252,979

K'alemi Dene School**Schedule 4
Indigenous Language and Education**

For the year ended June 30, 2020

	July 1, 2019 to March 31, 2020	April 1, 2020 to June 30, 2020	Total
Revenue			
GNWT Education, Culture and Employment	\$ 169,168	\$ 98,075	\$ 267,243
Expenses			
Salaries	154,018	58,630	212,648
Employee benefits	20,425	10,221	30,646
Services purchased/contracted	11,027	(2,953)	8,074
Materials/supplies/freight	4,377	(2,766)	1,611
	189,847	63,132	252,979
Surplus (deficit)	\$ (20,679)	\$ 34,943	\$ 14,264

K'alemi Dene School**Schedule 5
Jordan's Principle**

	June 30, 2020 Actual	June 30, 2019 Actual	July 1, 2019 - March 31, 2020 Actual	April 1, 2020 - June 30, 2020 Actual
Revenue				
Government of Canada	\$ 25,000	\$ 333,180	\$ 25,000	\$ -
Transferred from deferred revenue	114,215	-	114,215	-
Contribution repaid	(114,215)	-	(114,215)	-
Total Revenue	25,000	333,180	25,000	-
Expenses				
Personnel	-	152,674	-	-
Transportation	25,000	65,808	-	25,000
Materials and Supplies	-	483	-	-
Total Expenses	25,000	218,965	-	25,000
Surplus/(Deficit)	\$ -	\$ 114,215	\$ 25,000	\$ (25,000)
Deferred Revenue	\$ -	\$ 114,215	\$ -	\$ -

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

1. Nature of Operations

K'alemi Dene School (the "Education Authority") was established on June 25, 2013 under the *Education Act* of the Northwest Territories by order of the Minister of the Government of Northwest Territories (the "GNWT"). Its purpose is to administer and maintain the standards of educational programs in N'Dilo as defined under the Act. A full range of instructional programs ranging from kindergarten through grade 12 are offered by the Education Authority.

The Education Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the Education Act. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

The Education Authority is a public body performing a function of Government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing a function of Government in Canada is exempt from taxation.

2. COVID-19

On March 11, 2020, the World Health Organization declared a global pandemic of the novel coronavirus identified as "COVID-19". In order to combat the spread of COVID-19, governments worldwide have enacted emergency measures including travel bans, legally enforced or self-imposed quarantine periods, social distancing, and business and organization closures. These measures have caused material disruptions to businesses, governments, and other organizations, resulting in an economic slowdown and increased volatility in national and global equity and commodity markets.

Central banks and governments, including Canadian federal, provincial, and territorial governments have reacted with significant monetary and fiscal interventions designed to stabilize economic conditions. The duration and impact of the COVID-19 outbreak is unknown at this time, as is the efficacy of any interventions. It is not possible to reliably estimate the length and severity of these developments and the impact on the financial results and condition of the Education Authority and its operations in future periods.

During the year, the Education Authority closed the school in late March 2020 to comply with the directives from the GNWT. The Education Authority plans to incur additional expenses to address the pandemic in the future periods. The funding for the upcoming school year is not expected to be negatively affected by the pandemic.

3. Significant Accounting Policies

(a) Basis of Accounting

These financial statements have been prepared in accordance with Canadian public sector accounting standards as recommended by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada.

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

Notes to Consolidated Financial Statements

June 30, 2020

3. Significant Accounting Policies (continued)

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

(c) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash and cash equivalents, portfolio investments, due to the Government of Canada, and accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, and payroll liabilities.

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

(d) Non-Financial Assets

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

(e) Tangible Capital Assets

All buildings and works, furniture, equipment, and vehicles are the property of the GNWT. The Minister grants to the Education Authority full occupancy and use of such facilities and equipment required for the administration and delivery of the education programs within the community. Tangible capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines of the GNWT and they are not disclosed on the statement of financial position. Capital assets with a value of less than \$50,000 are recorded as a current expense.

Notes to Consolidated Financial Statements

June 30, 2020

3. Significant Accounting Policies (continued)

(f) Revenue Recognition

Government Transfers

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

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

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

GNWT - Regular Contributions

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment and price and volume fluctuation, and are received in monthly installments. The Education Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions

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

Other Revenue - Donations

Donations are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured.

Contributed Services

The Education Authority receives catering (2019 - catering and cleaning) services provided by school volunteers. The fair value of these services is recognized as an expense and a corresponding donation revenue is recorded. The fair value of these services is \$25,910 (2019 - \$77,764).

The school bus used by the Education Authority is the property of the Yellowknives Dene First Nation. The fair value of the use of the bus is estimated to be equivalent to the cost of bus passes that the Education Authority would have had to purchase. As such, a bus pass expense and corresponding revenue has been reported in the Statement of Operations. The fair value of these services is \$5,250 (2019 - \$27,860).

Deferred Revenue

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

Investment Income

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

June 30, 2020

3. Significant Accounting Policies (continued)

(f) Revenue Recognition (continued)

Special Purpose Funds

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

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

High School Travel Fund: This fund is set up for the delivery of student trips. It has been recognized as a special purpose fund.

(g) Budget Data

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

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

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

The annual budget includes estimates of revenues, expenditures and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

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

(h) Measurement Uncertainty

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(i) Inventories Including Materials and Supplies

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

June 30, 2020

3. Significant Accounting Policies (continued)

(j) Payroll Liabilities

Teacher payrolls for July and August 2020 were recognized as of June 30, 2020. As such, they are not accrued as year-end.

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

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

(l) Expenses

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

(m) Foreign Currency Translation

The Education Authority only transacts in Canadian dollars. As such, there is no foreign currency translation.

(n) Donated Goods and Services

Volunteer time or donated services are recorded as revenue with offsetting expenses at their fair values in the period received, when the services would otherwise be purchased and their fair values have been objectively determined.

(o) GNWT Tangible Capital Assets Provided At No Cost

The school buildings occupied by the Education Authority are the property of the GNWT. The fair value of the use of the building is estimated to be equivalent to the current year amortization of the building as such a rent expense and corresponding grant in-kind has been reported in the Statement of Operations.

(p) Net Financial Assets (Debt)

The Education Authority's financial statements are presented so as to highlight net financial assets (debt) as the measurement of financial position. The net financial assets (debt) of the Education Authority is determined by its financial assets less its liabilities. Net financial assets (debt) combined with non-financial assets comprises a second indicator of financial position, accumulated surplus.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

3. Significant Accounting Policies (continued)

(q) Segment Disclosure

The Schedule of Operating Fund - Detail of Expenditures has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expense activities of the Board. For each reported segment, revenue and expenses represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the delivery of instructional services that falls under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Administration: pertains to the delivery of board governance and central office administration and maintenance.

Indigenous Languages and Culture: pertains to Indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

COVID-19 Expenses: pertains to expenses incurred during the year to address issues caused by the COVID-19 pandemic.

High School Travel: pertains to the delivery of student trips.

(r) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; the Education Authority is directly responsible or accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2020.

At each financial reporting date, management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized are accounted for in the period revisions are made. Management of the Education Authority has concluded that there is no contamination that exceeds environmental standards and as a result, there are no liabilities for contaminated sites.

Notes to Consolidated Financial Statements

June 30, 2020

4. Future Accounting Changes

Revenue, Proposed Section PS 3400

Effective, July 1, 2022, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the consolidated financial statements is currently being assessed.

5. Cash and Cash Equivalents

Cash and cash equivalents represent cash held in a bank account with the Royal Bank of Canada (RBC).

6. Special Purpose Funds

The Education Authority does not have special purpose funds.

7. Restricted Assets

The Education Authority does not have restricted assets.

8. Portfolio Investments

The Education Authority has a \$77,649 one-year guaranteed investment certificate (GIC) with the Royal Bank of Canada (RBC). The GIC has an interest rate of 0.500% (2019 - 0.500%) per annum and matures on July 26, 2020.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

9. Accounts Receivable

	Accounts Receivable 2020	Allowance 2020	Net 2020	Net 2019
Accounts receivable	\$ -	\$ -	\$ -	\$ 2,741
Due from GNWT	475	-	475	475
	\$ 475	\$ -	\$ 475	\$ 3,216

10. Inventories

The Education Authority does not have inventories.

11. Accounts Payable and Accrued Liabilities

	2020	2019
Trade	\$ 38,587	\$ 46,091
Payroll liabilities	-	445,389
	\$ 38,587	\$ 491,480

12. Deferred Revenue

	2020	2019
Government of Canada		
Jordan's Principle	\$ -	\$ 114,215

13. Contribution Repayable

The Education Authority does not have contribution repayable.

14. Due from the Government of Canada

	2020	2019
Goods and Services Tax receivable	\$ 10,076	\$ 18,225

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

15. Capital Lease Obligations

The Education Authority does not have capital lease obligations.

16. Pensions

The Education Authority makes contributions to the Northern Employee Benefits (NEBS) Pension Plan ("the Plan"), which is a multi-employer plan, on behalf of some members of its staff. The Plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$3,595,159. The contributions are calculated at a rate of 8% of earning and allowances (employee and employer contribution for a total of 16%). The maximum pensionable earnings is \$171,156 for January 2020, and \$171,368 for January 2019. The maximum monthly contributions is \$3,092 for January 2020, and \$3,026 for January 2019.

NEBS is an employer owned program and as such the Education Authority will be liable for its portion of any shortfall. The Plan serves 3,364 Employee Members and 116 Employer Members (total active, disabled and on leave 1,992).

As of January 1, 2020, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$31,200,000 - funded ratio 113% (2019 - \$25,200,000 and 112%) on a going concern valuation basis. The Plan had a solvency ratio deficiency of \$142,700,000 and a solvency ratio of 66.0%. Solvency is calculated for the purposes of determining obligations only in the event of a plan wrap up. Any potential deficiency in termination payments is guaranteed to be paid over the next 10 years or less, depending on the position of the fund.

As of April 2004, the OSFI has exempted NEBS from compliance with the Pension Benefits Standards Act (PBSA). On April 2015, the Legislative Assembly passed The Northern Employee Benefits Act (Bill 12) which was enacted October 1, 2015. NEBS is now operating under Bill 12.

During the year ended June 30, 2020, the Education Authority contributed \$120,965 (2019 - \$113,311) to NEBS, and the employees contributed \$120,965 (2019 - \$113,311).

17. Long-Term Debt

The Education Authority does not have long-term debt.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

18. Leave and termination benefits

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2020. The effective date of the next actuarial valuation is March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2020 and the results extrapolated to June 30, 2020. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Education Authority.

	Severance and Removal	Compensated Absences	2020	2019
Changes in Obligation				
Accrued benefit obligation, beginning of year	\$ 20,995	\$ 8,420	\$ 29,415	\$ 39,374
Current period benefit cost	3,409	953	4,362	4,231
Interest accrued	737	282	1,019	1,603
Benefits payments	(2,000)	-	(2,000)	-
Actuarial (gains)/losses	1,064	(48)	1,016	(15,702)
Accrued benefit obligation, end of year	(24,205)	(9,607)	(33,812)	(29,506)
Unamortized net actuarial gain/(loss)	(11,097)	(2,233)	(13,330)	(16,245)
Accrued benefit liability	\$ (35,302)	\$ (11,840)	\$ (47,142)	\$ (45,751)

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

18. Leave and termination benefits (continued)

	Severance and Removal	Compensated Absences	2020	2019
Benefit expenses				
Current service cost	\$ 3,409	\$ 953	\$ 4,362	\$ 4,140
Interest costs	737	282	1,019	1,603
Amortization of actuarial gains	(1,596)	(303)	(1,899)	(7)
Total expense	\$ 2,550	\$ 932	\$ 3,482	\$ 5,736

The discount rate used in the 2020 fiscal year to determine the accrued benefit obligation was an average of 2.7% (2019 - 3.2%). The expected payments during the next ten fiscal years are:

	Severance and Removal \$	Compensated Absences \$	Total \$
2020	2,819	994	3,813
2021	2,965	803	3,768
2022	3,013	664	3,677
2023	3,070	654	3,724
2024	3,240	908	4,148
2025+	12,485	3,211	15,696
	\$ 27,592	\$ 7,234	\$ 34,826

19. Trust Assets Under Administration

The Education Authority does not have trust assets under administration.

20. Tangible Capital Assets

The Education Authority does not have tangible capital assets.

21. Prepaid Expenses

	2020	2019
Vehicle licenses and insurance	\$ 3,089	\$ 3,776

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

22. GNWT Tangible Capital Assets Provided At No Cost

	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
Buildings	\$ 9,066,125	\$ 2,153,204	\$ 6,912,921	\$ 7,366,227

Rent expense of \$226,653 (2019 - \$226,653) equal to current year amortization of the tangible capital assets was offset by a grant in-kind.

23. Contractual Obligations

The Education Authority has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2019

	Expires in Fiscal Year	2021
Equipment lease	2021	\$ 6,719
Contract for superintendent services	2021	30,000
		\$ 36,719

24. Contingencies

As of the audit report date, the Education Authority does not have contingencies.

25. Overexpenditure

During the year, the Education Authority exceed its operating budget by \$34,894 (2019 - nil). The overexpenditure has been determined to be mainly due to extra funding, and higher amount of donations received by the Education Authority during the year. The extra funding and donations were then largely spent on the maintenance and repairs, travel, and supplies expenses, which led to the overexpenditure during the year.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

26. Related Parties

The Education Authority is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Authority enters into transactions with these entities in the normal course of business. The Education Authority is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are summarized in this note.

	2020	2019
Due to related parties		
Payroll liabilities		
Yellowknife Education District #1	\$ -	\$ 429,132

	Accounts receivable 2020	Allowance 2020	Net 2020	Net 2019
Due from related parties				
Government of the Northwest Territories				
Health and Social Services	\$ 475	-	\$ 475	\$ 475

	2020	2019
Revenue from related parties		
Government of the Northwest Territories		
Department of Education, Culture and Employment	\$ 2,586,711	\$ 2,442,179
Department of Environment and Natural Resources	11,200	8,000
Department of Municipal and Community Affairs	15,675	26,400
Department of Health and Social Services	1,680	6,775
Total revenues from related parties	\$ 2,615,266	\$ 2,483,354

	2020	2019
Expenses paid to related parties		
Aurora College	\$ -	\$ 500
South Slave Divisional Education Council	-	2,740
Government of the Northwest Territories	891	608
Yellowknife Education District #1	2,163,353	1,549,349
Yellowknife Catholic Schools	140	-
Total expenses to related parties	\$ 2,164,384	\$ 1,553,197

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

27. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget figures presented are those approved by the Trustees of the Education Authority on May 22, 2019 and have not been audited.

28. Economic Dependence

The Education Authority receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Education Authority's operations would be significantly affected.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

29. Financial Instruments

The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided by type of risk below. The Education Authority is exposed to credit and liquidity risks from the its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided below by type of risk below.

a) Credit risk

Credit risk is the risk of financial loss to the Education Authority if a debtor fails to make payments of interest and principal when due. The Education Authority is exposed to this risk relating to its cash and accounts receivable.

The Authority holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation.

The Education Authority's maximum exposure to credit risk is as follows:

	2020
Cash and cash equivalents	\$ 1,175,400
Portfolio investments	77,649
Due from Government of Canada	10,076
Accounts receivable	475
Maximum credit risk exposure	<u>\$ 1,263,600</u>

At March 31, 2020, there were no accounts receivable past due and no impaired accounts receivable.

The Education Authority does have concentration of credit risk. Concentration of credit risk is the risk that a customer has more than 10 percent of the total accounts receivable and thus there is a higher risk to the Education Authority in the event of a default. At March 31, 2020 receivables from one (2019 - two) customers comprised 100% (2019 - 100%) of the total accounts receivable. The Education Authority reduces this risk by monitoring overdue accounts.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

29. Financial Instruments (continued)

b) Liquidity risk

Liquidity risk is the risk that the Education Authority will not be able to meet all cash outflow obligations as they come due. The Education Authority has liquidity risk in accounts payable and accrued liabilities, and payroll liabilities of \$85,729 (2019 - \$651,446).

The Education Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The table below shows when various financial assets and liabilities mature:

Financial assets	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Cash and cash equivalents	\$ 1,175,400	\$ -	\$ -	\$ -
Portfolio investments	77,649	-	-	-
Due from the government of Canada	10,076	-	-	-
Accounts receivable	475	-	-	-
Total financial assets	\$ 1,263,600	\$ -	\$ -	\$ -
Total financial assets - prior year	\$ 1,678,281	\$ -	\$ -	\$ -
Financial liabilities	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Accounts payable and accrued liabilities	\$ 38,587	\$ -	\$ -	\$ -
Total financial liabilities	\$ 38,587	\$ -	\$ -	\$ -
Total financial liabilities - prior year	\$ 605,695	\$ -	\$ -	\$ -
Net total	\$ 1,225,013	\$ -	\$ -	\$ -
Net total - prior year	\$ 1,072,586	\$ -	\$ -	\$ -

There have been no significant changes from the previous year in the exposure to risks or policies, procedures and method used to measure the risk.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

29. Financial Instruments (continued)

c) Interest rate risk

Interest rate risk is the risk that the future cash flows of a financial instrument will fluctuate because of changes in interest rates. The Education Authority has exposure to interest rate risk on its portfolio investments of \$77,649 (2019 - \$76,883). These investments may be adversely affected by a change in the interest rates.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

30. Expenses by Object

	Budget 2019 (Unaudited)	Actual 2020	Actual 2019
Compensation	\$ 2,140,619	\$ 2,081,404	\$ 2,030,485
Materials and freight	128,275	210,437	320,532
Services purchased/contracted	206,810	298,973	353,144
	\$ 2,475,704	\$ 2,590,814	\$ 2,704,161

31. Comparative Figures

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

32. ECE Other Contributions

	2020		2019
Government of the Northwest Territories, Department of Education, Culture and Employment			
Self Regulation	\$ -	\$	2,000
Other	5,345		-
	\$ 5,345	\$	2,000

33. GNWT Other Contributions

	2020		2019
Department of Municipal and Community Affairs			
After School Activity Program	\$ 15,675	\$	16,400
Youth Corp Program	-		10,000
Department of Environment and Natural Resources			
Take a Kid Trapping Program	8,000		8,000
On the Land Program	3,200		-
Department of Health and Social Services			
Drop the Pop Program	1,680		2,630
Health and Wellness	-		6,145
	\$ 28,555	\$	43,175

34. Contingent Assets

The Education Authority does not have any contingent assets.

35. Contractual Rights

The Education Authority has entered into the following contracts that will become assets and revenues in future periods:

	2021		2022		Total
Jordan's Principle	\$ 55,166	\$	23,642	\$	78,808
Drop the Pop	1,680		-		1,680
	\$ 56,846	\$	23,642	\$	80,488

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

36. Accumulated Surplus

A statement of funds and surplus have been prepared as follows:

Details of Funds

For the year ended June 30,	2020	2019
OPERATING FUND		
Balance, beginning of year	\$ 1,030,611	\$ 851,740
Operating surplus	176,312	178,871
Transfer to High School Travel Fund	(56,160)	-
Balance, end of year	\$ 1,150,763	\$ 1,030,611
HIGH SCHOOL TRAVEL FUND		
Balance, beginning of year	\$ -	\$ -
Operating deficit	(25,963)	-
Transfer from Operating Fund	56,160	-
Balance, end of year	\$ 30,197	\$ -

Approvals

Operating Plan



Education Body Chair



Superintendent

June 18, 2019

Date

June 18, 2019

Date

Annual Report



Education Body Chair



Superintendent

September 28, 2020

Date

September 27, 2020

Date

Education Accountability Framework

Sahtú Divisional Education Council

Operating Plan and Annual Report

For the 2019-20 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division du Sahtu

Plan de fonctionnement et rapport
annuel

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Sahtú Divisional Education Council's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

The Sahtú Divisional Education Council is the Education Body that has, since 1988, been responsible for the delivery of all K- 12 programs in the five communities of the Sahtú region. Since 1998, grades 10 -12 have been introduced in all Sahtú communities.

The main challenges facing the board in delivering its programs are the fact that all of its schools are quite small, teacher turnover is quite high, and student attendance is disappointingly low.

For the upcoming school year, 2019 -20 we have the following goals:

Attendance

Each school will be asked to submit an Attendance Improvement Plan with a view to reducing student absenteeism by at least 20 %. Each school will receive a small amount of funds to support whatever plan they choose to implement.

School Learning Communities

Through ongoing work with an external consultant who we have contracted over the past year, each school and the principals as a group will implement the start-up of school learning communities. The goal of the learning community is to examine school-based practices to improve student achievement and success.

Literacy

In addition to our ongoing balanced literacy program that has been in place for several years now, we will be implementing a reading library program called Overdrive. With Overdrive, the students and staff of the Sahtú will have access to over 4200 titles. We started with just over 1900 two years ago. More titles are being added all of the time. Overdrive contains eBooks, audio books, graphic

novels and class sets of some titles. Recently, using some corporate funding, we were able to purchase a class set of Kindles for each school. These have been loaded with the Overdrive software and will be in all of our schools by September 2019.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Sahtú pour l'année scolaire 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Depuis 1988, c'est le Conseil scolaire de division du Sahtú qui est responsable de la prestation de tous les programmes de la maternelle à la 12^e année dans les cinq collectivités de la région du Sahtú. Depuis 1998, elles ont toutes des classes de la 10^e à la 12^e année.

Le conseil scolaire doit relever de grands défis pour offrir ses programmes, notamment la petite taille des écoles, l'important roulement du personnel enseignant et la très faible assiduité des élèves.

Pour l'année scolaire 2019-2020, nos buts sont les suivants :

Présences

Chaque école devra soumettre un plan d'amélioration de l'assiduité dans le but de réduire l'absentéisme des élèves d'au moins 20 %. Chaque école recevra une petite somme pour mettre en œuvre son plan.

Communautés d'apprentissage dans les écoles

Grâce au travail continu réalisé avec un conseiller externe dont nous avons retenu les services dans la dernière année, toutes les écoles, ainsi qu'un groupe formé des directeurs, vont lancer

les communautés d'apprentissage dans les écoles. Le but d'une communauté d'apprentissage est d'examiner les pratiques scolaires afin d'améliorer la réussite des élèves.

Littératie

En plus de notre le programme équilibré de mesures destinées à rehausser le niveau de littératie en place depuis plusieurs années déjà, nous allons mettre en œuvre un programme d'emprunts de livres de bibliothèque appelé OverDrive. Grâce à ce programme, les élèves et le personnel du Sahtú auront accès à plus de 4 200 titres. Il y a deux ans, nous n'avions qu'un peu plus de 1 900 titres, mais de nouveaux ouvrages continuent de s'ajouter. OverDrive propose des livres électroniques, des livres audio, des bandes dessinées, ainsi que des exemplaires multiples pour certains titres. Récemment, à l'aide d'un financement ministériel, nous avons pu acquérir un ensemble de liseuses Kindle pour chaque école, sur lesquelles a été installé le logiciel OverDrive; toutes nos écoles en seront dotées d'ici septembre 2019.

Annual Report - Executive Summary

The Sahtú Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The Sahtú region is successfully offering robust learning in reading, writing, and numeracy in Grades 1 - 9, with strong teacher learning in place to sustain improvements in these three core areas. Sahtú schools continue to work with both external literacy and numeracy consultants on improved practices for student learning. School-based and standardized assessment are in place to determine where interventions and enrichments are needed, and to maintain fidelity to curriculum standards. **Comprehensive literacy programming** is offered in all five schools, along with Levelled Literacy Intervention to assist struggling readers. Reading, writing and oral literacy continue to be a regional and school priority and part of school improvement planning. With a comprehensive literacy program, a strong focus on interventions to address learning gaps and promoting growth, and teacher learning, students in the Sahtú are experiencing an increase in achievement in the area of literacy.

Numeracy is an area of the curriculum where our students are struggling. We recognize the importance of delivering a strong numeracy program and the Sahtú has made significant improvements in this area over the past couple of years. We have contracted a numeracy consultant to provide professional support to our teachers in delivering a strong numeracy program as well as the implementation of numeracy assessments in Grades 1-8.

Teacher retention continues to be a challenge in the Sahtú region. While retaining quality teachers remains difficult, it is also difficult to ensure continuity and momentum of excellent programming. Gains made in the core curricular areas are consistently undermined by high teacher turnover. In an effort to address the challenges of teacher turnover and to build on the strengths of the teachers on strength, we continue to work on implementing school-based **Learning**

Communities. With our motto of *Growing Forward Together*, each school staff focused on developing a set of priorities that focus on student growth, success and well-being. Through the implementation of school-based Learning Communities, the Sahtú hopes to establish a strong core set of beliefs and priorities so that if teacher turnover is high, students and parents can expect the same level of education with minimal disruption.

Lastly, the Sahtú schools received a significant amount of in-service and support on the new **Our Languages curriculum**. This support was provided by both Education, Culture and Employment through the Language Secretariat and through in-house support. All five Sahtú schools are at the early stages of implementation of the new whole school approach to language and culture. Although each school fully embraced the new curriculum, each school is at a different stage of implementation, depending on the level of support that was needed. Land and culture programs continue to invite participation by Elders, land experts, and cultural leaders in our communities. School - community connections are strengthened by these programs and will continue to improve into the next school year.

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division du Sahtú pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

La région du Sahtú offre actuellement un apprentissage efficace en lecture, en écriture et en calcul de la 1^{re} à la 9^e année, apprentissage rendu possible par un solide programme de formation des enseignants. Les écoles de la région poursuivent leur collaboration avec des consultants en littératie et en numératie afin d'améliorer leurs pratiques d'enseignement. De plus, des évaluations scolaires normalisées sont en vigueur pour aider à repérer les besoins d'intervention et d'enrichissement. Elles nous permettent de conformer nos pratiques aux normes des cursus scolaires. Les cinq écoles offrent un **programme complet d'alphabétisation**, de même que des interventions particulières pour remédier aux difficultés de lecture. Pour notre région et ses cinq écoles, la lecture, l'écriture et l'expression orale demeurent des priorités et font partie intégrante des plans d'amélioration scolaire. Grâce à un programme complet d'alphabétisation, à la formation des enseignants et à des interventions visant à maximiser les progrès et à combler les lacunes d'apprentissage, les élèves de la région du Sahtú sont en progression dans le domaine de la littératie.

Nos élèves présentent certaines difficultés dans le domaine de la **numératie**. Toutefois, la région du Sahtú affiche une nette amélioration depuis quelques années, consciente de l'importance d'offrir un programme robuste. Nous avons notamment fait appel à un conseiller en numératie qui a épaulé nos enseignants dans la mise en œuvre d'un programme de qualité et la réalisation d'évaluations de

la 1^{re} à la 8^e année.

La **réention du personnel enseignant** demeure difficile dans la région du Sahtú, ce qui coupe la continuité et l'élan de nos excellents programmes; les gains réalisés dans les principales matières du curriculum sont fréquemment minés par le fort roulement. Afin de pallier ce problème et tirer parti des forces de nos enseignants, nous continuons d'instaurer des **communautés d'apprentissage** dans les écoles. Unis par le slogan « Avancer et grandir ensemble » (*Growing Forward Together*), les membres des équipes-écoles se sont dotés de priorités pour l'avancement, la réussite et le bien-être de ses élèves. La région du Sahtú espère ainsi établir des valeurs et priorités fondamentales qui permettront aux élèves et à leurs parents de toujours bénéficier du même enseignement de qualité malgré les changements de personnel.

Pour finir, les écoles de la région du Sahtú ont profité d'un bon soutien et de multiples activités de formation en lien avec le **programme « Nos langues »**, que ce soit à l'interne ou par le Secrétariat des langues autochtones du ministère de l'Éducation, de la Culture et de la Formation. Les cinq écoles de la région ont commencé à implanter, à divers degrés (le besoin de soutien variant), la nouvelle approche globale en matière de langues et culture. Toutes sont emballées par le nouveau curriculum. Parallèlement, les programmes axés sur le territoire et la culture continuent d'encourager la participation des Aînés, des experts du territoire et des leaders culturels, ce qui permet aux écoles de raffermir leurs liens avec les collectivités.

1. Administration and School Services

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

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, 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 Sahtú communities of Colville Lake, Fort Good Hope, Norman Wells, Tulita and Délı̄ne. In each of these communities, a District Education Authority (DEA) is elected every three years during the month of October. The most recent elections were held in October 2018 and the term for the current DEAs will run till October 2021.

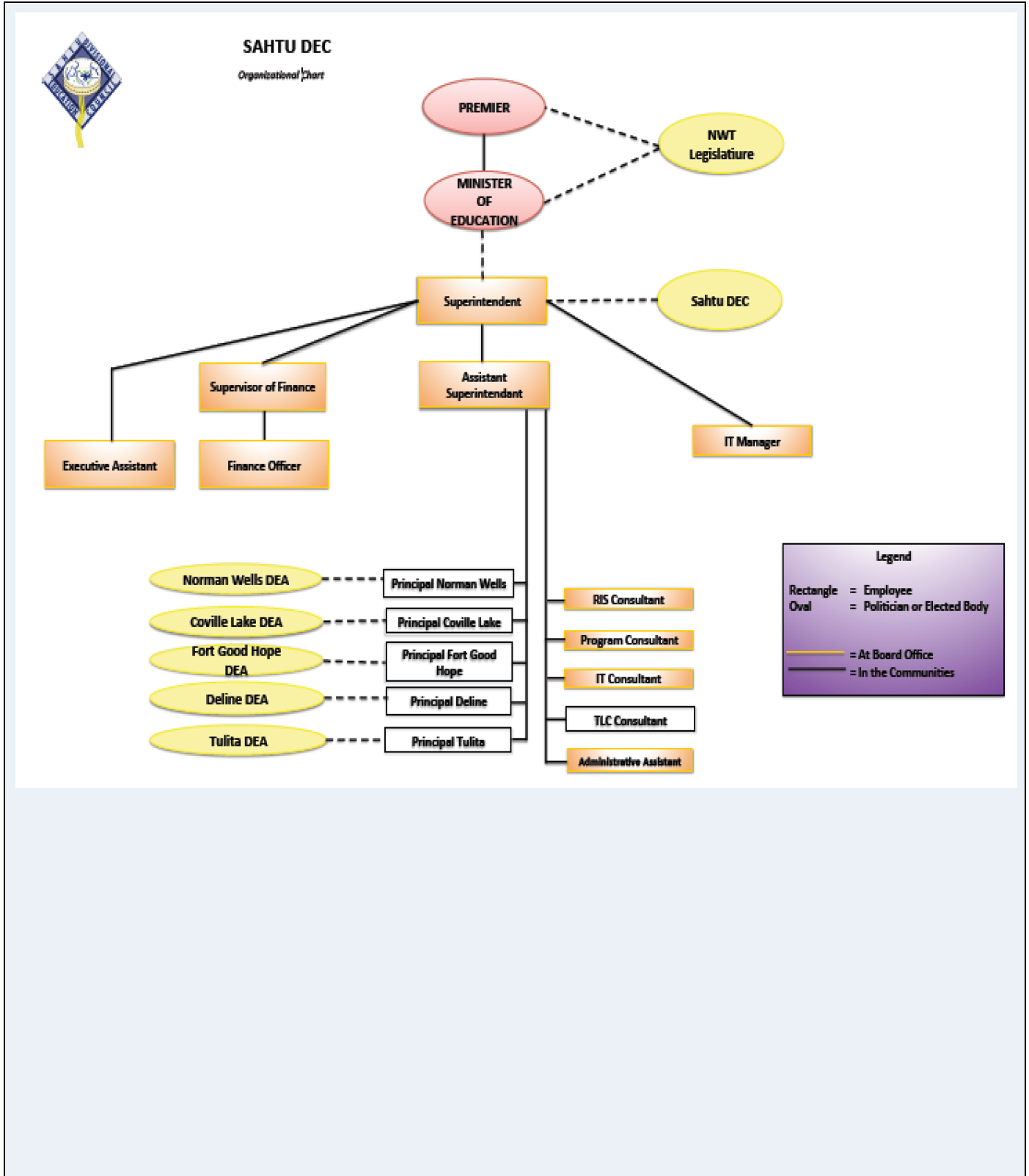
Each DEA selects a trustee representative to the Sahtú regional education body. At their first meeting in December of the election year, the SDEC selects a chair. At all subsequent meetings of that DEC, the Chair's community sends a second trustee as the Chair doesn't usually vote, and takes a more regional 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 SDEC's membership is: Karea Peachey (Norman Wells) Chair; Jennifer Waterhouse (Norman Wells); Heather Bourassa (Fort Good Hope), Isabel Orlias (Colville Lake); David Little (Délı̄ne) and Sally Ann Horassi (Tulita).

Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Goal-setting and strategic planning workshop	DEC	Goal-setting and strategic planning	December, 2019 in Norman Wells	Yes	Strategic planning took place in Norman Wells, in February 2020.
Attend Annual Canadian Congress of Rural School Boards	DEC	Various topics related to aboriginal education	March, 2020 in Saskatoon	No	Cancelled due to COVID-19

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	Déline	Yes	The meeting was held, but flights to Déline were cancelled. The meeting was held in Norman Wells.
December 9	Norman Wells	Yes	Date moved to December 4
March 25	Virtual meeting	Yes	Date moved to February 12
May 25	Virtual meeting	Yes	Date moved to April 28

May 21	Virtual meeting	Yes	
June 4	Virtual meeting	Yes	
June 12	Virtual meeting	Yes	

School Profiles

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

Total Number of Schools in District	5	Total Anticipated Student Headcount	Approximately 483 students
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School Name	Community	Grades Offered	Programming Highlights
Chief Albert Wright School (CAWS)	Tulita	JK - 12	<ul style="list-style-type: none"> • Piloting the language program • Integration of Slavey language and culture into all classes • Individualized targeted levels in English and Math • Skills Canada curriculum
Chief Tselehye School (CTS)	Fort Good Hope	JK - 12	<ul style="list-style-type: none"> • Reading Apprenticeship; • Guided reading block; • Nai?e?e 15 / 25, • Winter Camp; • Career and Education curriculum
Colville Lake School (CLS)	Colville Lake	JK - 12	<ul style="list-style-type: none"> • Extensive on the land program • Introduction of skating • Levelled Literacy Intervention
Mackenzie	Norman Wells	JK - 12	<ul style="list-style-type: none"> • Guided reading; • Offering -1, -2 and -3 HS courses

Mountain School (MMS)			<ul style="list-style-type: none"> • Math initiative • Increased electives in HS
ʔehtseo Ayha School (EAS)	Déłıne	JK – 12	<ul style="list-style-type: none"> • Enhanced North Slavey program • Exposing JK/K to local agencies • Differentiation in gr 1 – 3 • Gr 8 -12 on the land program

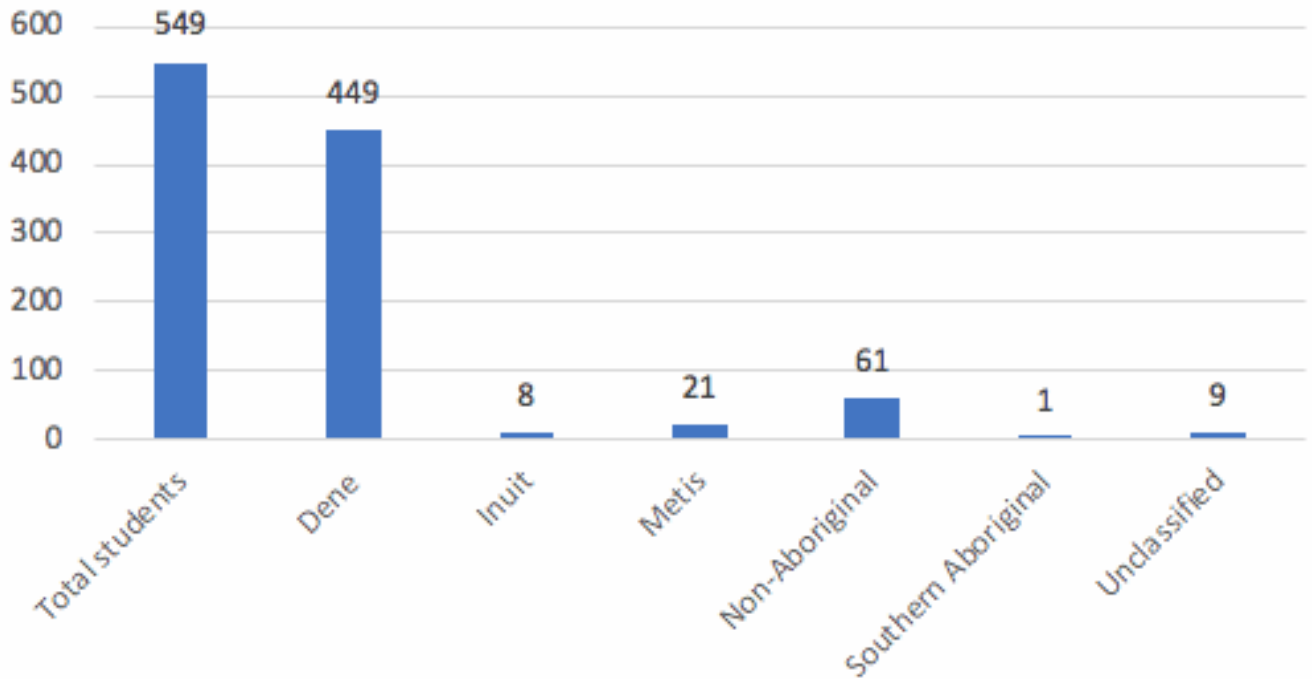
Student Profiles

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.

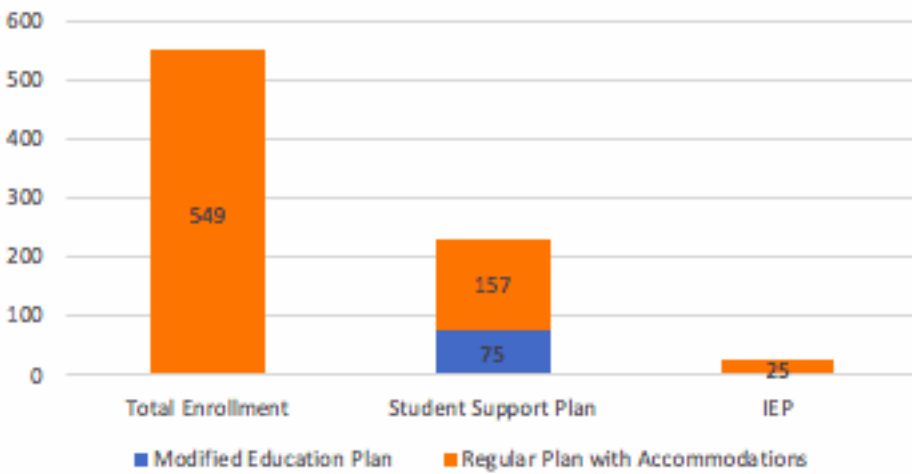
The Sahtú Divisional Education Council covers five schools in five communities. All five communities are fly-in communities except for a short period when the winter ice road is open. Participation in on the land activities are an important component of the culture in all five communities. Families will go out hunting, fishing, and trapping for days or weeks. Four of the communities are similar in size: Fort Good Hope, Norman Wells, Tulita and Déłıne. The fifth community is Colville Lake which is significantly smaller than the other four.

Approximately 20 % of the students in the SSP category are working from Modified Education Programs (MEPs).

Sahtu Ethnic Background



Support Plans and Individual Education Plans



Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

The Sahtú employs approximately fifty teachers. They come from varying backgrounds and geographic regions of Canada. Fourteen of these (including language instructors) are from the Sahtú.

The remainder are from Southern Canada. The length of time a teacher remains with the SDEC varies from a low of one year to a high of twenty years, the average tenure being somewhere between two and three years.

We are expecting twelve teachers will be new to the Sahtú DEC during the 2019 – 20 school year.

Teacher recruitment has become increasingly challenging over the past few years. Twenty years ago, we would get between three and four hundred applications per year. Nowadays, we get around thirty.

Improved teacher retention would rank as one of the main drivers of improved quality of programming in our schools.

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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

Regional priorities and goals:	<p>There will be a focus on literacy and numeracy, language and culture, leadership development through professional development and PLCs, as well as attendance improvement.</p> <p>Our previous Strategic Plan came to its conclusion in June of 2017.</p> <p>It is anticipated that work will begin on a new strategic plan during the 2019 – 20 school year when a new leadership team will take over the administration of the SDEC.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Our Languages Curriculum (OLC): 100% of Sahtú schools will implement all facets of OLC, recognizing schools' implementation rates will vary.	100%	100%	This number represents implementation in the time frame August 2019 to the onset of pandemic school closures in March 2020. It represents expectations and targets and recognizes rates of implementation between schools vary. During Continuity of Learning, adaptations and modifications were made in each location as needed.
Literacy initiatives in reading and writing will be implemented and the effectiveness assessed in 100% of Sahtú schools.	100%	100%	This number represents implementation in the time frame August 2019 to the onset of pandemic school closures in March 2020. It represents expectations and targets and recognizes rates of implementation between schools vary. During Continuity of Learning, adaptations and modifications

			were made in each location as needed.
The Sahtú numeracy initiative in grades 1 – 8 will be implemented and monitored in 100% of Sahtu schools; the effectiveness of changes in numeracy teaching and learning will be assessed.	100%	100%	This number represents implementation in the time frame August 2019 to the onset of pandemic school closures in March 2020. It represents expectations and targets and recognizes rates of implementation between schools vary. During Continuity of Learning, adaptations and modifications were made in each location as needed.
School leadership in 100% of Sahtú schools will participate in leadership professional development and school staff will develop and implement school goals based on strategic visioning for education in each school. Professional Learning Communities will be established in 100% of Sahtú schools.	100%	100%	This number represents implementation in the time frame August 2019 to the onset of pandemic school closures in March 2020. It represents expectations and targets and recognizes rates of implementation between schools vary. During Continuity of Learning, adaptations and modifications were made in each location as needed.
Areas of Strength for the region	<p>Implementation of OLC curriculum in five schools.</p> <p>Teacher in-service and professional development in all language/culture, literacy, numeracy and school leadership/improvement initiatives.</p> <p>Strategic Planning: development of a strategic plan underway for each community school and overall SDEC strategic plan under development.</p> <p>The Sahtú regional conference in February brought teachers and support assistants together for in-person professional development and training in the key areas targeted in the regional performance indicators.</p> <p>All Sahtú teaching and support staff received Residential Schools Awareness and Acts of Reconciliation training in February 2020 facilitated by ECE.</p>		
Areas for Development for the region	<p>Focus improved North Slavey oral language development, especially in early elementary grades.</p> <p>Focus on Indigenization of content and pedagogy in teaching and learning.</p>		

	<p>Effective use of data and evidence at the school level to guide improvement in teaching and learning.</p> <p>Evaluation of school improvement plans and meeting school improvement targets.</p> <p>Recognition and celebration of student achievements, for example, successful bridging to post-secondary and successful post-secondary completion.</p> <p>Effective use of technology for learning and teaching.</p>
Additional Comments for the region	<p>The Sahtú Region is advocating strongly for equity in access to effective digital learning as a means to strengthen students' achievement, adaptability and skills. Disparity in Internet access and bandwidth issues are impediments to digital learning.</p>

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

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made.</p> <p>Each school will develop a School Improvement Plan (SIP) that sets out the priorities for the 2019-2020 school year. These priorities will be developed collaboratively with the school administrator, teachers, support staff, and District Education Authority/community consultation.</p> <p>School priorities will directly align with the regional priorities set out by the Sahtú Divisional Education Council and Education, Culture,</p>
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	Employment.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans (SIPs) are developed in consultation with the community.	100%	100%	Strategic planning allowed for community engagement, but consistent annual community consultation in development of SIPs will be strengthened.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	While SIPs are available upon request, public access to SIPs will be strengthened by publishing plans annually on school websites.
Areas of Strength for the region	SIPs capture core regional literacy, numeracy and language/culture improvement targets. SIPs are developed collaboratively with school staff.		
Areas for Development for the region	Annual community consultation needs to become consistent. Similarly, collaboration with DEAs in the creation of SIPs needs to become regionally consistent. Evaluation of SIPs (whether targets are reached, shortfalls and measures of improvements) need to be developed.		
Additional Comments for the region	School leadership development will focus the use of evidence and data in fuelling school improvement growth. Links to SIPs and the evaluation of SIPs will be explicit during leadership development in 2020/21.		

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

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>Based on the priorities schools have identified in the School Improvement Plan (SIP), an Annual School Review will be completed towards the end of the 2019-2020 school year.</p> <p>Schools will be asked to report on performance indicators targeting the priorities identified in the SIP. Schools will also be asked to provide an explanation for any difference between targets and results. Within this Review, schools will be asked to identify areas of strength and areas for development.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	0	Annual School Reviews will be initiated in April 2021.
% of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	School leadership development has been underway since 2018 to build staff capacity in leading school change. Strategic visioning and planning, begun in 2019/20, will focus areas for improvement in 2020/21.		
Areas for Development for the region	Establish annual school reviews as consistent practice in all five Sahtú communities. Continued staff development needed to build capacity in measuring whether school growth targets are met or not. On-going teacher learning in NWT approved curricula is needed, along with teacher skills in differentiation and		

	individualized learning goals for student growth.
Additional Comments for the region	Strategic planning, SIPs and annual school reviews are interconnected. Initial steps have begun, but the process and accountability features are in their infancy in the Sahtú and the new regional leadership team will develop these over the next five years.

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 table details 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.	<p>NWT teachers are on a cyclical professional growth plan. It is the school principal's responsibility to complete all performance reviews for teachers based on the cycle of evaluation.</p> <p>Similarly, the Assistant Superintendent is responsible for evaluating principals, using the same cycle of evaluation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	21	0	Evaluations for 21 teachers and PSTs began in October 2019 but ended prematurely in March 2020, due to COVID-19 requirements that schools close. These evaluations will resume in September 2020 and conclude by December 2020.

Number of principal and assistant principals formally evaluated in the school year.	4	0	Evaluations for four Principals began in October 2019 but ended prematurely in March 2020, due to COVID-19 requirements that schools close. These evaluations will resume in September 2020 and conclude by December 2020.
Number of Education Body School Support Consultants formally evaluated in the school year.	3	0	Evaluations for three consultants began in October 2019 but ended prematurely in March 2020, due to COVID-19 requirements that schools/offices close. These evaluations will resume in September 2020 and conclude by December 2020.
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2	2	
Areas of Strength for the region	The NWT cycle of evaluations and growth plans is established and followed successfully each year. The 2019/20 school year was interrupted mid-March 2020 due to pandemic requirements that schools and offices close.		
Areas for Development for the region	Explicit connections between professional growth and improved practice needed. Closer alignment of regional and school priorities with focus for professional growth.		
Additional Comments for the region	Two cycles of evaluations will begin in September 2020: those incomplete evaluations from 2019/20 which will be completed by December 2020, and the scheduled 2020/21 evaluations which will be completed by May 2021.		

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 table details the region's training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p><u>Teaching Staff</u></p> <p>Overdrive – two school on site visits</p> <p>Northern Studies Book Club – twice a year electronically</p> <p>Junior Kindergarten/Kindergarten team – in conjunction with ECE, follow-up after ECE meetings and at least three on site coaching.</p> <p>Inquiry-Based Learning – for grades 1-4 twice a year electronically</p> <p>PowerSchool – one on one training as required</p> <p>SMART Board – one on one training as required</p> <p>Technology training – this year's focus is the Indigenous Language Educators</p> <p>Leveled-Literacy Intervention – goal to have at least one teacher trained in each school.</p> <p>Go-To-Educator - the goal is to have at least two schools with trained staff.</p> <p>Applied Suicide Intervention Skills Training – encouraged at least two teachers in each community</p> <p>First Nations Mental Health First Aid - encouraged at least two teachers in each community</p> <p>Non-Violent Crisis Intervention – have at least one teacher as a trainer for the region.</p> <p><u>Program Support Teachers and Principals</u></p> <p>Program Support training – three times a year face to face regional meeting with three on site meetings. Participation in the Northern Studies Book Club, Junior Kindergarten/ Kindergarten team meetings, Inquiry-Based Learning, and the Jordan's Principle meetings. PST participation in ECE</p>
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	<p>training.</p> <p>Principal Meetings - three times a year face to face regional meeting with three on site meetings and regular teleconference calls. Principal participation in ECE training.</p> <p><u>Third party funding</u></p> <p>Learning Communities (LC) with Tom Hierck – three regional onsite visits with follow-up electronically with a primary focus on Data. Student Success Initiative funding.</p> <p>Reading Apprenticeship – two regional half days face to face meetings with at least two Go To meetings. Five teachers will complete Reading Apprenticeship training courses. ECE funding.</p> <p>Numeracy – With Liliane Gauthier. Grade 1-8 teachers will have one week in total face to face meeting.</p> <p>Comprehensive Literacy - with Daren Patterson – two on site visits.</p> <p>Science, Technology, Engineering, Mathematics (STEM) - with Tom Lademann – three school on site visits.</p> <p>Mindfulness courses – have at least one staff member in each school who have taken at least one Mindfulness course.</p> <p>Speech and Language – potential in-service and training as required with Jordan’s Principle funding.</p> <p>Hearing – potential in-service and training as required with Jordan’s Principle funding.</p> <p>Autism – potential in-service and training as required with Jordan’s Principle funding.</p> <p>Behaviour – potential in-service and training as required with Jordan’s Principle funding.</p> <p>Visual – potential in-service and training as required with Jordan’s Principle funding.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on departmental priorities	100%	100%	
% of administration days dedicated to training and in-service.	50%	50%	
% of collaborative STIP time dedicated to regional priorities	50%	50%	
Areas of Strength for the region	Consistency in focus on key areas for teacher development and training, over 5 - 10 years. Consistency in contractors delivering training. On-site learning for the majority of training.		
Areas for Development for the region	Measurement of impact of teacher development and training on student improved achievement / growth / wellbeing. Greater use of virtual learning and training for educators and school staff. Need for teacher training in how to leverage IT for teaching, student learning, and teacher professional growth. Hybrid models that use classroom instruction and online learning consistently, need to be explored in grades 8-12. Additional focus on mental health and wellness topics and training needed.		
Additional Comments for the region	The Continuity of Learning Plan during pandemic school closures brought into sharp focus that Sahtú teachers need training in delivering online teaching and learning in ways that engage students holistically and creatively.		

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region's role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Regional Literacy Coordinator oversees implementation of comprehensive literacy in JK-9, literacy in the disciplines in grades 5 -12, Levelled Literacy Intervention in reading, and Whole Region Writes in 100% of Sahtú schools. The Literacy Coordinator supports teachers, administrators and PSTs in implementing reading and writing assessments, and in collecting reading and writing data. The Literacy Coordinator facilitates and conducts teacher professional development in literacy and literacy assessments.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1	1	
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region	<p>Sustained consistent training of staff in Balanced Literacy, Levelled Literacy Intervention, and NWT Literacy Across the Disciplines. Regional school-wide writing assessments three times per year. Teacher collaborative marking of student writing samples using Sahtu regional writing rubrics. Consistent collection of reading and writing student data.</p>		
Areas for Development for the region	<p>Next steps include using evidence and data to inform changes in teaching and learning. Literacy targets that span cross-curricular outcomes. Literacy in virtual environments and digital citizenship; and literacy targets embedded in inquiry-based learning are areas for development.</p>		
Additional Comments for the region	<p>Formal assessments in reading and writing ended in March 2020, due to pandemic school closures. Measures are in place to assist teachers establish early benchmarks in September 2020 so that reading and writing gaps can be effectively targeted and addressed in the early part of the school year.</p>		

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The health of children affects their development, their ability to learn, and how they see themselves. Children need to have nutritious food in order to be prepared for learning.</p> <p>All five schools in the Sahtú region are accessing the Healthy Foods for Learning program during the 2019-2020 school year.</p> <p>A regional priority is for the five schools to be offering a breakfast program, five days per week for the ten months of the school year. In addition to the breakfast program, schools are strongly encouraged to offer morning and afternoon snacks where possible.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	N/A		
Areas of Strength for the region	The Healthy Foods for Learning program is put to good use in the region. Schools use all the funds available and usually seek additional funding from other means. During COVID-19, the five schools continued with the Healthy Foods for Learning program by delivering food supplies to families.		
Areas for Development for the region	Schools are finding delivering the program through volunteers to be somewhat challenging. We are encouraging schools to seek additional funding through other means to support hiring a breakfast and snack coordinator.		

Additional Comments for the region	School closures due to COVID-19 highlighted the vital importance of food programming in Sahtú schools. In months where schools closed, it became clear to a great degree that communities depend on schools for daily breakfast and twice-daily snacks for school-aged children.
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School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	CAWS	Breakfast and morning/afternoon snacks	100%	
	CTS	Breakfast and morning snack	100%	
	CLS	Breakfast and morning/afternoon snacks	100%	
	MMS	Breakfast and morning/afternoon snacks	100%	
	EAS	Breakfast and morning/afternoon snacks	100%	
Total number of days and months program is offered in each school.	CAWS	5 days per week 10 months per year	5 days per week for 7 months	The school provided hampers to families during school closure due to COVID-19.
	CTS	5 days per week 10 months per year	5 days per week for 7 months	The school provided hampers to families during school closure due to COVID-19.
	CLS	5 days per week 10 months per year	5 days per week for 7 months	The school provided hampers to families during school closure due to COVID-19.
	MMS	5 days per week 10 months per year	5 days per week for 7 months	The school provided hampers to families during school closure due to COVID-19.

	EAS	5 days per week 10 months per year	5 days per week for 7 months	The school provided hampers to families during school closure due to COVID-19.
Approximate Total Number of children and youth served each day.	CAWS	97 students	97 students	
	CTS	130 students	130 students	
	CLS	64 students	40 students	Enrollment significantly decreased from the expected enrollment.
	MMS	150 students	150 students	
	EAS	102 students	102 students	
Criteria for participation per school. (Low income, fee, etc.)	CAWS	Open to all	Open to all	
	CTS	Open to all	Open to all	
	CLS	Open to all	Open to all	
	MMS	Open to all	Open to all	
	EAS	Open to all	Open to all	

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 table details 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, noted areas of strength and areas for development.

SSI Project Proposal Summary	<p>Based on the success of introducing PLCs in 2018/19, the objectives in 2019/20 are to build teachers', PSTs' and administrators' capacities to interpret student data and learning evidence to inform changes in teaching practice and student learning. Assessments in reading, writing and numeracy will inform the work of all staff in the PLCs.</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	100%	100%	
% of support staff from across the region that participate in SSI PD activities.	100%	100%	
Areas of Strength	<p>Consistency in focus is allowing deeper learning to take place. For example, leadership work with principals in the second year is revealing traction of ideas about leading school change and aligning vision, purpose and actions at the school level.</p> <p>Professional Learning Communities (PLCs) are established and functioning consistently and effectively at the school leadership level with principals and senior management.</p> <p>PLCs are established in each school but with varying degrees of consistency and effectiveness.</p> <p>The consistent Sahtú focus on Indigenous language growth, numeracy and literacy allows for substantial teacher professional development in these areas, which in turn is connected to PLC development as the means teachers use to collaborate to focus changes in teaching and student learning.</p> <p>Contractors are consistent in approaches, methods and on-site visits for professional development; Sahtú teachers are familiar with the leadership, numeracy and literacy contractors and collaborative professional relationships exist.</p>		
Areas for Development	<p>While each school community's unique character is respected, the Sahtú needs to establish greater traction and effectiveness of training across all five schools. With greater alignment and accountability, strategic goals are actionable and more likely to result in the improved regional changes sought in student outcomes.</p>		

	<p>Growth in use of evidence and data to guide change has been slow. In 2019/20 we soon realized that we have to build capacity across all levels in the use of evidence to guide decisions. We are still in the infancy of this principal/teacher development in the Sahtú. In 2020/21 the focus is to use the Indigenous language, numeracy and literacy data we collect to understand how it can inform decisions about teaching and learning and how it can improve outcomes for students.</p> <p>The Sahtú prioritizes teacher retention; teacher turnover remains challenging because it undermines, year-over-year, gains made in building collective capacity in the region.</p>
Additional Comments	<p>Teacher turnover plays a pivotal role in whether substantial investment in teacher training results in sustained positive impact on student outcomes. Despite the challenges posed by the pandemic, only seven teachers left the Sahtú, reduced from 16 in 2018/19.</p> <p>The Sahtú acknowledges that building capacity and effective school change takes time. Growth in 2019/20 was slow (and interrupted by school closures in March 2020). However, at the school leadership level, we saw a deeper level of understanding for the need for growth, along with a growing understanding of how to get there. Our leadership contractor continues to guide this development with principals and teachers.</p>

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	The contractor has reviewed our Safe School Plans and has provided feedback.		
Areas for Development for the region	Due to COVID-19, we have not had the chance to review the revised Plans with the school principals. We will do this early Fall for implementation before the end of 2020.		
Additional Comments for the region			

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

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>Schools need to be a positive, safe, and caring environment for everyone, including students, staff, parents, and community members. The schools will focus on developing healthy relationships that lead to everyone feeling welcome in the school environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	5	5	
Number of schools offering LEADS to grade 4-6 students.	5	5	
Number of schools offering the Fourth R to grade 7-9 students.	5	4	Training was not available for Colville Lake School.
Number of schools offering HRPP to grade 10/11 students.	5	4	Training was not available for Colville Lake School as the teacher was not able to travel to Norman Wells for the training.
Areas of Strength for the region			
Areas for Development for the region	We were anticipating having a teacher from Colville Lake School participate in the Fourth R / HRPP training during 2019-2020, but weather caused travel cancellation.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and	CAWS	JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP	JK-3: WITS Gr4-6: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP	

<p>HRPP, and the grades they are being used (if applicable).</p>	<p>CTS</p>	<p>JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP</p>	<p>JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP</p>	
	<p>CLS</p>	<p>JK-4: Second Step Gr 1-12: Tribes JK-12: Red Cross Youth Relationship Program</p>	<p>JK-4 Second Step Gr 1-12: Tribes JK-12: Red Cross Youth Relationship</p>	
	<p>MMS</p>	<p>JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP</p>	<p>JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP</p>	
	<p>EAS</p>	<p>JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP</p>	<p>JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP</p>	

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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
CAWS	North Slavey	Core	JK-9	225	225	
CTS	North Slavey	Core	JK-9	225	225	
CLS	North Slavey	Core	JK-9	225	225	
MMS	North Slavey	Core	1-9	160	160	
	French	Core	1-11	225	225	
EAS	North Slavey	Core	JK-9	225	225	

* One row per Language/per school

3. Inclusive Schooling

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

Regional Inclusive Schooling Coordinators

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

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

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

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)
CAWS	1.00	1.00		1.00	

CTS	1.08	1.00		1.00	
CLS	1.00	1.00		1.00	
MMS	1.40	2.00		2.00	
EAS	1.00	1.00		1.00	
TOTAL	5.48	6.00		6.00	

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)
CAWS	1.22	1.2		1.2	
CTS	2.01	2.8	Additional assistant for complex needs	2.8	
CLS	0.89	1.2	Shifted to meet needs in school	0.8	Shifted the additional 0.4 to another school
MMS	2.59	1.6	Shifted to meet needs in school	1.6	
EAS	1.64	2.4	Additional assistant for needs in school.	2.4	
TOTAL	8.36	10.4		8.8	

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)
\$73,993	73,993		73,993	

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?
Face to face	Principals/PSTs	SSP, IEP, and Tienet	TBD	YES	
Face to face and electronic	All staff members	Self-Regulation	TBD	YES	
Face to face and electronic	All staff members	Differentiation	TBD	YES	
Face to face and electronic	Educators, Support Assistants and PST	Speech and Language (Jordan's Principle funding)	TBD	YES	
Face to face and electronic	Educators, Support Assistants and	Hearing (Jordan's Principle)	TBD	NO	timing/scheduling did not allow in some schools, followed by

	PST	funding)			school closures due to COVID-19
Face to face and electronic	Educators, Support Assistants and PST	Behaviour (Jordan's Principle funding)	TBD	YES	
Face to face and electronic	Educators, Support Assistants and PST	Braille and how to deliver courses to the Blind (Jordan's Principle funding)	TBD	NO	timing/scheduling

The following table details the region's approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental 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 departmental priorities, for the school year.	Annually, at the beginning of the year, the Principals and PSTs have a face to face meeting with the Inclusive Schooling Coordinator to discuss Inclusive Schooling implementation. Two more face to face meetings during the rest of the school year are to review the implementation. Three school visits are made where Inclusive Schooling strategies are discussed. Principals and PSTs are able to request additional school visits where deemed necessary.
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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%	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	<p>Consistency in staffing for support assistant positions allows capacity to be built over time.</p> <p>Support assistants increasingly receive professional development based on the needs of students in their schools.</p> <p>School-based teams are functioning in all schools and increasingly provide timely effective interventions for students.</p>		
Areas for Development for the region	<p>Accountability in all aspects of inclusive schooling implementation needs improvement. Training, awareness and accountability measures are being steadily built, but are still needing much attention.</p> <p>Follow-up and follow-through on testing recommendations need to be enhanced at the classroom and school level.</p> <p>Greater inclusion of parents in decision-making processes around special education for their child(ren) is required.</p> <p>Allied to this is greater communication and conversations with parents about inclusive education to promote enhanced awareness and understandings.</p>		
Additional Comments/Requests for Support for the region	<p>Greater access to (equity in) services provided by professionals on-site in communities, for example, speech language pathologists, educational psychologists, autism / behaviour therapists, audiologists.</p> <p>Greater collaboration between (and synchronicity of services delivered by) Health and Social Services and Education authorities.</p> <p>Consistent and on-going training in all aspects of inclusive schooling, delivered on site where possible, and virtually if</p>		

	necessary, especially for the classroom teachers and support assistants who daily meet complex needs of students. Education of and communication with parents about services available and the school-home partnership in addressing complex needs.
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Children's Autism Services of Edmonton	Communication and behavior supports students, school, community.	Diagnosed student learners	EAS	Annual renewal	\$115,000
Edmonton Down Syndrome Society	Communication and behavior	Diagnosed student learners	EAS	As and when scheduling	\$12,000
Tiny EYE Therapy Services	Speech Language Development	Supporting targeted language development	MMS, CTS, EAS	As and when scheduling	\$30,000
Dean Educational and Psychological Consulting	Ed-Psychology assessments	Providing guidance,	2019-20 CTS, MMS, 2020-21 EAS, CAWS, CLS	As and when scheduling	\$30,000

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 (\$)	Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$72,747			

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)
CAWS	\$19,711	\$19,711			
CTS	\$23,772	\$23,772			
CLS	\$23,403	\$23,403			
MMS	\$25,987	\$25,987			
EAS	\$21,882	\$21,882			
TOTAL	\$114,755	\$114,755		\$114,755	

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 table details 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.	Student Support Plans (SSP) are created at the beginning of the school year based on assessments. SSPs are reviewed at each reporting period and adjusted accordingly. F&P data collection occurs three times a year and formative Math assessments occur all year long.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	50%	25%	In-service will be held in 2020 to address this shortfall. COVID-19 interruptions will result in a rollover of funding.
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%	

Number of students in temporary residency situations or homebound for whom education programs are provided.	1	1	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Minimum times once per month	Minimum times once per month	
Number of times per year that the RISC meet with the PSTs in person	6	6	
Areas of Strength for the region	<p>Consistent and thorough in-service of PSTs/RISCs occurs throughout the year at the regional and territorial level.</p> <p>Evidence/Data collection in reading, writing and numeracy is well-established in grades 1-9.</p> <p>Professional development for teachers is offered on-site and at the regional centre to build capacity in inclusive schooling approaches and strategies.</p>		
Areas for Development for the region	<p>Inconsistency in implementation across Sahtu schools. Follow-through and follow-up at the classroom and school level shows gaps that we will address through increased supports and monitoring.</p> <p>Creating a shared culture of accountability for implementation of inclusive schooling tenets at the classroom and school level requires support.</p>		
Additional Comments for the region	<p>The Sahtú is prioritizing strengthening accountability and providing support to be accountable for inclusive schooling implementation at the classroom and school level, as and where necessary.</p>		

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.	The Principal, Inclusive Schooling Coordinator, and the Assistant Supervisor will meet early in the school year to determine the needs of the school based on what was determined the year before and what is evident in the current school year. The Principal will request in-servicing from the board office staff when necessary.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	
% of classroom teachers who will meet with the PST at least once a month.	100%	100%	
% of support assistants who will meet with PST at least once a month.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	

% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%	100%	
% of schools that have a fair process for equitable access to extracurricular activities.	100%	100%	
Areas of Strength for the region	<p>Expectations are clearly communicated from the RISC to the PSTs in schools and this is reflected in the 100% expectation for all schools.</p> <p>Expectations are clearly communicated from the Assistant Superintendent to principals and this is reflected in the 100% expectation for all schools.</p> <p>Supports are provided as and where needed; Principals and PSTs communicate needs identified at the classroom and school level.</p>		
Areas for Development for the region	<p>Implementation falters and there is inconsistency across schools. Expectations are made explicit but follow-through needs support at the school level to ensure consistency in approaches and fulfilling of expectations.</p>		
Additional Comments for the region	<p>The Sahtú identifies these areas that need consistent support to ensure we are fulfilling expectations for inclusive schooling.</p>		

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 table details 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.	The PSTs record in their monthly reports to the Inclusive Schooling Coordinator how many times the SBST met.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
Areas of Strength for the region	Principals and PSTs report monthly on the occurrence of school-based team meetings. Increasingly, the team-based school meetings address issues and find solutions that work within the individual classroom and school context. This creates increased likelihood that solutions will be implemented; supports are offered by a team.		
Areas for Development for the region	School - home and teacher - parent connections and communications about complex needs require support. Increased parent consultation and participation in school-based team meetings requires scaffolding. The role of the Support Assistant and the knowledge they bring to the table can be strengthened within the school-based team meetings.		
Additional Comments for the region	Territorial-based support in addressing complex needs has been greatly appreciated in all five schools. Professional development offered at the school and regional level has been very well received by teachers, support assistants and principals.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	CAWS	Once per week	once per month	time constraints 2020-2021 meetings required twice per month
	CTS	Once per week	once per month	time constraints 2020-2021 meetings required twice per month
	CLS	Once per week	once per month	time constraints 2020-2021 meetings required twice per month
	MMS	Once per week	once per month	time constraints 2020-2021 meetings required twice per month
	EAS	Once per week	once per month	time constraints 2020-2021 meetings required twice per month

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 table details 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.	IEPs and SSPs suggested review dates are indicated in the Important Dates calendar that are sent out to Principals and PSTs. PSTs record in the monthly reports sent to the Inclusive Schooling coordinator the type of meetings held with students, teachers, and others. The Inclusive Schooling Coordinator will follow up on any issue arising from these meetings.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for students requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for students requiring them in consultation with parents.	100%	100%	
% of parents participating in developing SSPs for those students requiring them.	100%	50%	Schools continue to support building trust so that these conversations can occur
% of parents given the opportunity to participate in developing IEPs for those students requiring them.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	50%	Student agency in the creation of support plans is an area that needs development

% of students participating in developing their own IEP, when required and appropriate.	100%	100%	
Areas of Strength for the region	Increasingly, the parents' role in co-designing support plans is sought and valued. Ongoing in-service and knowledge-building for teachers in the intergenerational impacts of residential schooling and trauma have influenced perceptions and attitudes so that teachers are more inclined toward and more patient with the process of consulting with parents.		
Areas for Development for the region	Strengthening of school - community connections Strengthening of teacher - student - parent relationships to support needs Increase recognition of student voice, student agency and strengths-based approaches On-going professional development in trauma-informed teaching practices and strategies		
Additional Comments for the region	Due to COVID-19 required school closures, three Sahtú schools had principals and teachers in southern provinces for the period mid-March until the end of the school year. This absence from the community and school severely impeded the review and final completion of SSPs in three schools.		

PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.</p>	<p>The PSTs submits monthly reports that summarizes their duties to the Inclusive Schooling Coordinator. The Inclusive Schooling Coordinator provides feedback. The Inclusive Schooling Coordinator will consult with the Principal and Assistant Superintendent for any needed clarification.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	100%	
Areas of Strength for the region	The Sahtú has made significant strides in adhering to the recommended time use benchmarks for PSTs.		
Areas for Development for the region	“Supporting teachers” in fulfilling directives of inclusive schooling: greater clarity, best practices, and shared understandings are needed.		
Additional Comments for the region	PST time benchmarks are respected however the reality of small schools requires ongoing flexibility and give and take.		

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.

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 centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.00		1.00	

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, 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)
CAWS	1.00	2.00	Retracted intention to retire of 1.0	2.00	
CTS	1.42	2.4		2.00	To align the budget with funding
CLS	1.00	1.4		1.00	To align the budget with funding
MMS	1.23	0.5	Reviewing for future	0.50	Will be increased to 1.0 for 2020-2021
EAS	1.19	2.0		2.0	
TOTAL	5.84	8.3		7.5	

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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)
CAWS	40,200	40,200		40,200	
CTS	40,200	40,200		40,200	
CLS	43,500	43,500		43,500	
MMS	39,000	39,000		39,000	
EAS	40,200	40,200		40,200	
TOTAL	\$203,100	203,100		203,100	

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. It is important for 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.

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

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>100% of schools will instruct in Dene Laws and use Dene Laws as the foundation for building school-community relationships. In-school and school-community interactions implementing Dene Laws include: community feasts, cultural days inclusive of community, <i>On the Land</i> programming utilizing cultural experts and local lands-people, locally developed courses Naizeza 15, 25 (Naizeza 35 pending approval), on-going seasonal cultural camps, regional cultural events that bring youth and community together in the school e.g. Hand-games Tournaments, Elders in schools with active participation in programming e.g. Northern Studies 10 participation. Regional Sahtú Dene Council Terminology Workshop will include all Indigenous Language Educators and coordinators working with Elders and North Slavey language speakers. Establishment of Indigenous Language and Education Committees in 100% of schools, with monthly regional meetings via GoToMeeting. The Sahtú regional approach embraces holism and is relational, and learning is spiral and experiential.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>% of schools with an Indigenous Language and Education (ILE) Committee</p>	<p>100%</p>	<p>100%</p>	<p>This percentage reflects the time period August 2019 - March 2020. Pandemic school closures and public health directives caused many cultural initiatives to be put on hold or adapted to meet CPHO guidelines and directives.</p>

<p>% of schools with Elders in Schools programming</p>	<p>100%</p>	<p>100%</p>	<p>This percentage reflects the time period August 2019 - March 2020. In-school programming with Elders ended, as recommended by the CPHO.</p>
<p>% of schools hosting community gatherings rooted in local cultures</p>	<p>100%</p>	<p>100%</p>	<p>This percentage reflects the time period August 2019 - March 2020. In-school community cultural gatherings ceased following the recommendations and directives of the CPHO.</p>
<p>Areas of Strength for the region</p>	<p>All schools have an active and effective Indigenous Language and Education Committee in place as of 2019/20, allowing that rates of effectiveness vary. The committees draw on community and school staff input and have taken control of the planning and implementation of cultural priorities and activities through the school. The Sahtú is seeing greater community involvement/integration in cultural activities in some schools as a result of the ILE Committee.</p> <p>All schools have programming that includes Elders' attendance for an activity or events, in school, or through on the land programming.</p> <p>School-hosted community cultural gatherings occur in all five schools, but inconsistency exists, with some schools hosting frequent gatherings and some schools seldom hosting community cultural gatherings.</p>		
<p>Areas for Development for the region (as and when permitted by CPHO recommendations/guidelines in 2020/21)</p>	<p>ILE Committees can be supported by sharing Sahtú best practices and effective strategies so that all ILE Committees in the Sahtú can function optimally to integrate and connect the community with school cultural priorities.</p> <p>Sahtú schools, where possible, can work to integrate Elders into programming as a consistent presence, rather than attendance only by activity or event.</p> <p>Enhance communication with Sahtú Elders to allay fears that work within the schools adversely affects receipt of pensions, or previous misdemeanours prevent passing criminal records checks. Sahtú ILES are working to develop clear consistent messaging to</p>		

	<p>answer Elders' questions, in consultation with Service Canada and RCMP.</p> <p>The Sahtú will target all five schools to offer frequent community cultural gatherings, when permitted by the CPHO, in the 2020/21 school year.</p>
Additional Comments for the region	<p>Based on the constraints of the pandemic and the requirements of the CPHO and WSCC, school-community relationships will be built safely, but creatively and in new ways in 2020/21. Historic trauma and intergenerational impacts, along with the new mental health demands of the pandemic are significant components in these relationships bridging into the new school year.</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school (i.e. Part-time/full-time/project or event specific)	CAWS	Project or event specific Part-time	100%	Based on pre-pandemic closures, August 2019-March 2020.
	CTS	Project or event specific Part-time	100%	Based on pre-pandemic closures, August 2019-March 2020.
	CLS	Project or event specific Part-time	100%	Based on pre-pandemic closures, August 2019-March 2020.
	MMS	Project or event specific Part-time	100%	Based on pre-pandemic closures, August 2019-March 2020.
	EAS	Project or event specific Part-time	100%	Based on pre-pandemic closures, August 2019-March 2020.
Type of activities provided through Elders in Schools (description/grades)	CAWS	Locally developed course instruction / participation – grades 10-12. Indigenizing curriculum JK-12.	75%	Grades 10-12: Locally developed courses not offered in 2019/20 as credits were already achieved.

		Cultural events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking.		
	CTS	Locally developed course instruction / participation – grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking.	80%	Moose hide tanning was not offered.
	CLS	Locally developed course instruction / participation – grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities	100%	Offered through on-the-land activities.

		for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking.		
	MMS	Locally developed course instruction / participation – grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking.	50%	Through the MMS ILE Committee and enhanced hours for the ILE, the school is better placed in 2020/21 to integrate substantially more cultural activities in school programming.
	EAS	Locally developed course instruction / participation – grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities for grades JK-12: Feeding fire	80%	Moose hide tanning was not offered.

		Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking.		
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	CAWS	Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts.	100%	
	CTS	Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts.	100%	
	CLS	Minimum once a month, in addition to auspicious days /	50%	Space constraints / inadequate facilities are a factor in hosting school events.

		holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts.		
	MMS	Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts.	60%	School is very strong in community connections other than community cultural gatherings. Additional ILE time and focus of ILE Committee will address shortfalls.
	EAS	Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts.	100%	

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region's approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness training.</p>	<p>100% of Indigenous Language Educators will participate in the <i>Knowing our Spirits</i> conference in Edmonton, AB in November 2019. Focus will be: culture, community wellness, education, healing, motivation for wellness, intergenerational impacts of residential schools, and nurturing healthy youth in Sahtu communities.</p> <p>Ongoing in-service in: locally developed courses Naiʔeʔa 15/25/35; use of SMART boards and I-pads in Our Languages curriculum (OLC).</p> <p>In-service in: Introduction to Play-based learning in the OLC classroom</p> <p>100% of Indigenous Language Educators participate in their community school's two cultural days, as a way to contribute to the ongoing development of positive relationships with students, parents, and the community. By February 2020, 100% of Sahtú educators will have received residential school awareness training.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>100% of ILEs and 100% of school staff participate in Cultural Orientation Days. 100% of ILEs participate in AB conference, regional in-services, and on-site embedded PD.</p>	<p>100%</p>	
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>	<p>100%</p>	

<p>Type of Residential School Awareness Training provided and # of teachers/staff participants</p>	<p><i>Knowing our Spirits Conference</i> (Edmonton, Nov 2019, ILES participated); <i>Sahtú Regional Teachers' Conference</i> (Feb 2020, all teachers and support assistants participated in ECE facilitated residential schools awareness training).</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>100% of Sahtú teachers and support assistants received ECE facilitated training in residential schools awareness and acts of reconciliation in Feb 2020. All Sahtú schools have received ECE facilitated in-service in OLC and the OLC Handbook implementation over the past two years. Sahtú ILEs have received on-site technology in-service to assist with the delivery of OLC.</p>		
<p>Areas for Development for the region</p>	<p>Cultural days occur in all schools, but community involvement and integration in the learning should be enhanced. Enhanced planning of cultural days to ensure topics and activities are not repetitive and match the experience and needs of the learners. On-going in-service is needed for ILEs and classroom teachers in Indigenization of content and pedagogy; instruction in both the <i>why</i> and the <i>how</i> is needed. Teacher training through virtual and online means requires development.</p>		
<p>Additional Comments for the region</p>	<p>Due to teacher turnover, a continual cycle of ever-greening is needed in order to strengthen teacher instructional practices and allow all to share in foundational cultural training. Integration of technology and virtual learning for teachers: shortfalls in teacher knowledge of how to use technology for teaching and for personal professional growth has emerged from the Continuity of Learning period.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	CAWS	School staff selects from: Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / intergenerational trauma workshop. 100% of school staff participate, with community members.	100%	
	CTS	School staff selects from: Participation in community	100%	

		<p>hunt, Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / intergenerational trauma workshop. 100% of school staff participate, with community members.</p>		
	<p>CLS</p>	<p>School staff selects from: Participation in community hunt, Indigenous language revitalization workshops, North</p>	<p>100%</p>	

		<p>Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / intergenerational trauma workshop. 100% of school staff participate, with community members.</p>		
	<p>MMS</p>	<p>School staff selects from: Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place,</p>	<p>100%</p>	

		<p>Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / intergenerational trauma workshop. 100% of school staff participate, with community members.</p>		
	<p>EAS</p>	<p>School staff selects from: Fishing in Great Bear Lake and traditional fish preparation, Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum</p>	<p>100%</p>	

		workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / intergenerational trauma workshop. 100% of school staff participate, with community members.		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	CAWS	10	5	Target area for growth in 2020/21. Advanced planning and enhanced community connections will address shortfalls.
	CTS	10	5	Target area for growth in 2020/21. Advanced planning and enhanced community connections will address shortfalls.
	CLS	10	3	Target area for growth in 2020/21. Advanced planning and enhanced community connections will address shortfalls.
	MMS	10	3	Target area for growth in 2020/21. Advanced planning and enhanced

				community connections will address shortfalls.
	EAS	10	5	Target area for growth in 2020/21. Advanced planning and enhanced community connections will address shortfalls.

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>School Principal and school ILE Committee meet monthly to plan, implement, assess and celebrate the whole school approach to language use, in 100% of Sahtú schools.</p> <p>Whole School Approach to Language Rubric introduced to school staff & used as a tool to guide school growth, and to measure progress (self-assessment by school) in 100% of Sahtú schools.</p> <p>100% of Sahtú schools’ goals and improvement plans reflect some attention to the Whole School Approach to Language Use.</p> <p>100% of Sahtú schools receive OLC handbook in-service by RILE Coordinator and ECE representative which includes Whole School Approach to Language Use.</p> <p>100% of Sahtú schools celebrate Indigenous Languages Month with regional and school-wide events.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	<p>2019/20 saw all five schools employ a whole school approach to language use, albeit at different rates. North Slavey has increased visibility in schools through signage and increased oral use by staff members. North Slavey used in school announcements in four schools. Professional development has widened understanding of language loss and the need for revitalization.</p>		
Areas for Development for the region	<p>Integrate North Slavey fully and authentically in everyday school activities. Emphasize oral development and move beyond learning vocabulary in isolation to short conversations. Local fluent speakers included as much as possible in school routines and activities to coach spoken North Slavey. Develop and customize rubrics to monitor school growth and to encourage next steps in the whole school approach to language use.</p>		
Additional Comments for the region	<p>In 2020/21, Education Body to model integration of North Slavey in greetings and signage. Find ways to celebrate school successes and student accomplishments in language learning and use.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	CAWS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached.</p> <p>Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>	80%	Emergent level. Most targets introduced but greater depth in implementation needed.
	CTS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached.</p> <p>Aboriginal Languages</p>	80%	Emergent level. Most targets introduced but greater depth in implementation needed.

		<p>Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>		
	<p>CLS</p>	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth. School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached. Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per</p>	<p>50%</p>	<p>Emergent level. Some targets introduced but greater depth in implementation needed.</p>

		month (greater frequency encouraged).		
	MMS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached.</p> <p>Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey / French, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>	80%	Emergent level. Most targets introduced but greater depth in implementation needed.
	EAS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached.</p> <p>Aboriginal Languages</p>	80%	Emergent level. Most targets introduced but greater depth in implementation needed.

		<p>Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>		
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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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>100% of Sahtú schools include Indigenizing Teaching & Learning Practices within school improvement plans. 1 – 3 STIP or PD days focus teacher learning in school-wide Indigenous language use and/or Indigenizing teaching and learning practices. RILE, ILEs and/or guest presenters provide school-based in-service. Best practices are identified, shared and celebrated region-wide (teachers teaching teachers). Dene Kede and Dene Laws integrated in school culture. Locally developed courses offered in junior high / high school: Naizeza 15, 25 & 35. Cultural camps integrated in at least 3 out of 5 Sahtú schools. On the land trips in 100% of schools at least once per year.</p>
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	<p>Elders in schools in 100% of schools working with principals, teachers and students to Indigenize teaching and learning practices. Celebrations shared such as feasts or drum dances when milestones are accomplished.</p> <p>The Sahtú regional approach embraces holism and is relational, and learning is spiral and experiential.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>PD goal in 100% of Sahtú schools (Year 1 – introductory, subsequent years learning will focus elements in depth): Each teacher will have at least introductory knowledge and experience with the concepts of <i>teaching and learning practices that are holistic, relational, spiral, and experiential.</i></p>		

<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	100%	100%	
<p>Areas of Strength for the region</p>	<p>Professional Development in Indigenization provided to 1-2 representatives from each school. Representatives will provide assistance as needed at the school level for guidance and implementation. Some emergent understandings in some schools of “The Sahtú regional approach embraces holism and is relational, and learning is spiral and experiential”.</p>		
<p>Areas for Development for the region</p>	<p>Wider professional development needed at each school. Establish school goal(s) based on Indigenization. Identify local champions of Indigenization and best practices to share region-wide. Modelling of everyday practices needed to enhance understanding of teaching and learning practices that are holistic, relational, spiral, and experiential</p>		
<p>Additional Comments for the region</p>	<p>Extremely challenging to move beyond emergent understandings and one-off activities to systemic change.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
<p>Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).</p>	<p>CAWS</p>	<p>Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create a shared</p>	<p>Introduction</p>	<p>Introductory level</p>

		<p>understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
	<p>CTS</p>	<p>Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create a shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing,</p>	<p>Introduction</p>	<p>Introductory level</p>

		<p>doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
	<p>CLS</p>	<p>Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create a shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with</p>	<p>Introduction</p>	<p>Introductory level</p>

		the land and animals.		
	MMS	Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create a shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.	Introduction	Introductory level
	EAS	Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements:	Introduction	Introductory level

		<p>spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create a shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
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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, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (required 2021)</p>	<p>Ample access to Indigenous authors and Indigenous content in reading materials in 100% of Sahtu schools, in hard copy and electronic formats, in grades JK-12.</p> <p>Writing encourages that reveals/builds/celebrates the culture, identity and affiliation with place of the author, JK-12. Building local northern writing exemplars aligned with standards, grades K-12.</p> <p>Integration of JK/K play-based learning with Our Languages Curriculum instructional practices: shared approaches, materials, and spaces in 100% of Sahtu schools.</p> <p>Inquiry-based cross-curricular learning and projects with northern focus e.g. STEM projects in 100% of Sahtu schools that integrate Traditional Knowledge with STEM.</p> <p>Locally developed courses Naiʔeʔa 15, 25, & 35 accessible to grades 7-12.</p> <p>Indigenous Language Educators professional development in connecting Our Languages Curriculum and Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>Professional development. School-wide rubric for schools to self-assess growth/progress toward integration of Dene Kede in curriculum, content and programming Principal monthly reports account for school's growth/progress toward active implementation of Dene Kede</p>	<p>Professional Development provided</p>	<p>Introductory level</p>

% of schools focused on Indigenizing content for curricula and programming.	100%	100%	100% of schools at introductory level.
Areas of Strength for the region	<p>Indigenization has been introduced and each school has begun initial steps in the direction of Indigenization. The Sahtú Region values Indigenization and appreciates the difficulty most teachers encounter in changing the way they do things; hence steady supportive actions and sufficient time are allowed for substantial change to occur. Best practices are recognized and increasingly shared.</p> <p>In Fort Good Hope, school-wide approaches use Dene Kede to guide positive behaviours and positive relationships; education strategic goals identify Dene Kede as guiding principles in education of young people.</p>		
Areas for Development for the region	<p>Recognize best practice and share exemplars of Indigenized pedagogy and content.</p> <p>Establish a grass-roots cohort of teachers to share strategies, approaches and course content.</p>		
Additional Comments for the region	<p>On-going support from ECE needed in this area: professional development, resources, exemplars.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	CAWS	100%	10%	Very challenging for teachers to significantly change pedagogy and practice, but small steps have begun.
	CTS	100%	30%	Very challenging for teachers to significantly change pedagogy and practice, but small steps have begun. School recognizes the central role of Dene Kede principles in

				education.
	CLS	100%	10%	Very challenging for teachers to significantly change pedagogy and practice, but small steps have begun.
	MMS	100%	10%	Very challenging for teachers to significantly change pedagogy and practice, but small steps have begun.
	EAS	100%	10%	Very challenging for teachers to significantly change pedagogy and practice, but small steps have begun.

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 offer key cultural experiences	100% of Sahtú Schools responsible and accountable for offering key cultural experiences in teaching and learning
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%	
% of schools with Key Cultural Experiences that include full staff participation.	100%	100%	This applies to cultural days.
Areas of Strength for the region	Cultural activities embedded in school activities. Strong attempts made to include community in cultural activities.		
Areas for Development for the region	On-the-land trips and learning while on the land has seen an overall decline in the region and efforts will be strengthened in this area. Cross-curricular connections with land-based learning can be strengthened; key cultural experiences can increasingly move from classrooms to authentic on the land learning.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	CAWS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and linked to auspicious occasions.	100%	

	CTS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and linked to auspicious occasions.	100%	
	CLS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and linked to auspicious occasions.	100%	
	MMS	Through Indigenous Language instruction in grades 1-9, daily and weekly, and the locally developed course for high school (Naiʔeʔa 15/25/35).	100%	
	EAS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and linked to auspicious occasions.	100%	
Type of Key Cultural Experiences provided	CAWS	Multiple on the land trips e.g. seasonal hunting / fishing / duck-	100%	

		<p>hunting, multiple ceremonies e.g. feeding the fire, drum dancing, circle time. Traditional crafts such as sewing / making drums. Activities such as drumming, singing, dancing. Seasonal activities such as moose hide tanning / berry picking / preserving foods. Winter land survival e.g. making shelter and fire.</p>		
	<p>CTS</p>	<p>Cultural camp joined by the community: access to all aspects of traditional camp life e.g. preparing animals for food, making fire, seasonal survival, crafts such as beading and drum making, traditional foods.</p>	<p>100%</p>	
	<p>CLS</p>	<p>Seasonal community hunts, Encouraging / supporting families who spend extended time on the land, feasts and feeding of the fire ceremonies, daily</p>	<p>100%</p>	

		winter fish nets: students assist with setting and checking, trapping and snaring, Naitēra 15/25/35 for junior high and high school students to access on the land programming and school credits.		
	MMS	At least one on the land / hunting experience annually, crafts embedded in Indigenous language classroom e.g. beading/sewing, drum making; Naitēra 15/25/35 course offerings with embedded key cultural experiences; Teepee activities adjoining school.	100%	
	EAS	Multiple on the land trips e.g. seasonal hunting / fishing / duck-hunting, multiple ceremonies e.g. feeding the fire, drum dancing. Traditional crafts such as sewing / making drums / wood crafts. Activities such as drumming, singing, dancing.	100%	

		Seasonal activities such as drying fish/ berry picking / preserving foods. Winter land survival e.g. making shelter and fire.		
% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.	CAWS	100%	100%	
	CTS	100%	100%	
	CLS	100%	100%	
	MMS	100%	100%	
	EAS	100%	100%	

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 <i>Our Languages</i> curriculum through the TLC.	Funding through TLC has been used to develop resources and training in the development of resources. Resources have been developed in the integration of Dene Kede units into the OLC; technology training: resources developed for SMART Boards and I-pads which are integrated into OLC instruction and learning; professional development in play-
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	based / inquiry-based teaching and learning and development of resources; translation of legends to reflect three Sahtú dialects.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	Sahtu area legends translated into three Sahtu dialects; picture books for instruction in oral language; activities integrating SMART board and OLC.	50%	Some of the picture books are being translated. Legends not done yet.
Number of staff receiving training and support for development of Indigenous language resources.	10		10
Areas of Strength for the region	Thorough and frequent in-servicing of ILEs.		
Areas for Development for the region	Transference of knowledge gained in in-services to Indigenous language instruction in classrooms and schools; Sharing of knowledge with whole school staff, rather than keeping the knowledge isolated to ILEs and North Slavey instruction only. Database of resources so resources can be promoted and used more frequently.		
Additional Comments for the region			

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)
Tulita	\$16,556	\$20,000	additional funds available	\$13,196.46	casual staff materials	COVID-19 interruption, remainder rolled over to 2020/21.
Fort Good Hope	\$18,586	\$20,000	additional funds available	\$14,052.91	purchase on land equipment	COVID-19 interruption, remainder rolled over to 2020/21.
Colville Lake	\$20,402	\$15,000	Smaller school/ community population	\$10,078.55	on land trip	COVID-19 interruption, remainder rolled over to 2020/21.
Norman Wells	\$19,494	\$20,000	additional funds available	\$3,309.12	materials	COVID-19 interruption, remainder rolled over to 2020/21.
Déline	\$17,641	\$20,000	additional funds available	\$2,483.19	materials	COVID-19 interruption, remainder rolled over to 2020/21.
TOTAL	\$92,678	\$95,000		\$43,120.23		

Appendix B: Operating Plan - Operating Budget

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

Divisional Education Council/District Education Authority Statement of Revenues and Expenses Annual Budget - Consolidated

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	13,969,613	14,354,596	14,466,310
Indigenous Languages Contributions		55,000	
French Language Contributions	55,000		55,000
ECE Other Contributions	55,000	55,000	589,298
Capital Contribution			
Sub-Total ECE	14,079,613	14,464,596	15,110,608
Federal Government Jordan's Principle			230,437
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals	10,000	12,000	
School Fees			
Investment Income	45,000		43,990
Donations			
Other		30,000	822,783
Total Generated Funds	55,000	42,000	1,097,210
TOTAL REVENUES	14,134,613	14,506,596	16,207,818
EXPENSES			
Administration	1,249,125	1,433,023	1,461,467
School Programs	9,054,998	9,120,292	10,591,036
Operations and Maintenance			
Inclusive Schooling	2,451,678	2,475,235	2,679,715
Indigenous Languages and Education	1,363,097	1,489,744	1,435,633
Student/Staff Accomodations	-		
Debt Services	-		
Other			
Sub-Total Expenses Before Amortization	14,118,898	14,518,294	16,167,851
Amortization			
SURPLUS (DEFICIT)	15,715	(11,698)	39,967
ACCUMULATED SURPLUS (DEFICIT)	55,682		39,967

**Department of Education, Culture & Employment
Council Approved Budget**

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

	Administration	School Programs	Inclusive Schooling	Aboriginal Languages	Total
SALARIES					
Teachers' salaries		6,200,865			6,200,865
Instruction Assistants					-
Regional Coordinators		163,116	178,677	174,402	516,195
Program Support Teachers			1,191,456		1,191,456
Wellness Counsellors					-
Support Assistants			965,045		965,045
Indigenous Language Instruction				999,196	999,196
Cultural Resource Staff					-
Elders in Schools				51,000	51,000
Non Instructional Staff	753,673	1,250,487			2,004,160
Board/Trustee Honorarium	25,000	-	-	-	25,000
EMPLOYEE BENEFITS					
Employee Benefits/ Allowances	20,000	334,224	35,000		389,224
Leave And Termination Benefits	-	-	-	-	-
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services		-	30,000	-	30,000
Postage/Communication	6,000		-		6,000
Utilities	42,200	-	-	-	42,200
Heating	-	-	-	-	-
Electricity	-	-	-	-	-
Water/Sewage	-	-	-	-	-
Travel	77,000	146,000	35,000	5,000	263,000
Student Transportation (Busing)	-	150,536	-		150,536
Advertising/Printing/Publishing	-			2,000	2,000
Maintenance/Repair					-
Rentals/Leases	106,752	-	-	-	106,752
Other Contracted Services	-	-	-	-	-
MATERIALS/SUPPLIES/FREIGHT					
Assistive Technology					-
Materials	213,500	807,270	13,500	126,498	1,160,768
Freight	5,000	2,500	3,000	5,000	15,500
TRANSFERS TO CAPITAL					
TOTAL	1,249,125	9,054,998	2,451,678	1,363,097	14,118,898

Department of Education, Culture & Employment
Council Approved Budget

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

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	178,677				178,677
Program Support Teachers	1,191,456				1,191,456
Wellness Counsellors					
Support Assistants	965,045				965,045
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		35,000			35,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	30,000				30,000
Travel	35,000				35,000
Other Contracted Services					0
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	13,500				13,500
Freight	3,000				3,000
TOTAL	2,416,678	35,000	-	-	2,451,678

Department of Education, Culture & Employment
Council Approved Budget

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

	General Indigenous Languages and Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	174,402			174,402
Language Instruction		999,196		999,196
Cultural Resource Staff				
Elders in Schools	51,000			51,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				
Travel		5,000		5,000
Student Transportation (Bussing)				
Advertising/Printing/Publishing		2,000		2,000
Rentals/Leases				
Other Contracted Services				
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials		33,000	93,498	126,498
Freight		5,000		5,000
TOTAL	225,402	1,044,196	93,498	1,363,097

**Department of Education, Culture & Employment
Council Approved Budget**

**Divisional Education Council/District Education Authority
Schedule of Approved Person Years
Annual Budget**

	<u>Person Years</u>
Administration Staff	6.00
Territorial Schools:	
Teachers	39.50
Consultants	1.00
Classroom Assistants	-
Secretaries	4.00
Custodians	6.00
School Community Counsellors	-
Other - Specify	-
Inclusive Schooling:	
Regional Coordinators	1.00
Program Support Teachers	7.00
Wellness Counsellors	-
Support Assistants	8.40
Other - Specify	-
Indigenous Languages and Education	
Regional Coordinators	1
Indigenous Languages Instruction Staff	8.30
Other - Specify	
Total Person Years	<u>82.20</u>

Appendix C: Annual Report - Audited Financial Statements

Consolidated Financial Statements of

Sahtu Divisional Education Council

June 30, 2020

Management Discussion and Analysis (MD&A)

Introduction

The Management's Discussion and Analysis (MD&A) of the Sahtu Divisional Education Council (SDEC) financial performance provides an overall review of the Board's financial activities for the fiscal year ended June 30th 2020. The intent of this discussion and analysis is to attest on a go-forward basis the responsibility of management and the Council Members to promote transparency and accountability. Readers should also review the notes to the financial statements and the financial statements to enhance their understanding of the Sahtu Divisional Education Council financial performance.

What is the SDEC?

The Sahtu Divisional Education Council (SDEC) is responsible, under the Education Act, for all JK-12 education in the Sahtu region. There are five schools in the district. In each community, a locally elected District Education Authority (DEA) is responsible for education in that community. The District Education Council (DEC) is made up of one member from each DEA and one chairperson.

As per the Education Act of the Northwest Territories, the SDEC is responsible to provide quality education to the residents of the Sahtu region. It is our hope that by reading this document, members of our community will receive valuable information on the infrastructure of the education system in the North and become involved in their community government.

Mission

To provide excellent educational environments where students will have the opportunity to experience success and contribute to society.

Council of Trustees

Chairperson

Karea Peachy – Norman Wells

Vice-Chairperson

Heather Bourassa – Fort Good Hope

Jennifer Waterhouse – Norman Wells

Isabel Orlias – Colville Lake

David Little – Deline

Sally-Ann Horassi - Tulita

The management team of the SDEC comprised of the following;

Superintendent – Renee Closs

Assistant Superintendent – Lorraine Kuer

Comptroller – Harry Cassie

Financial Condition

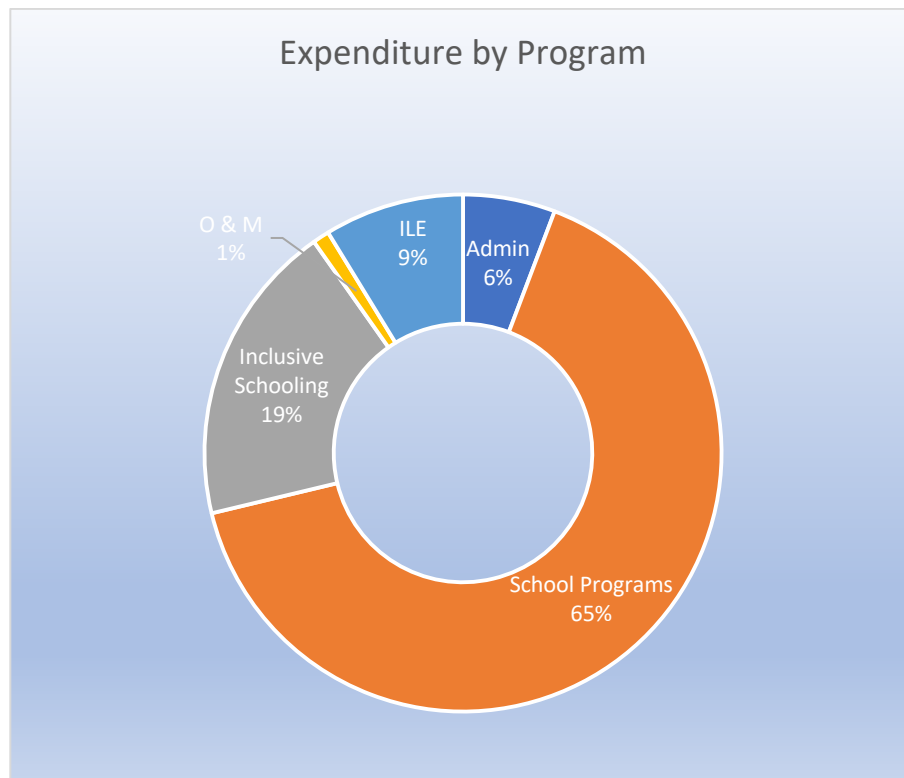
Revenues exceeded expenditures for a surplus of \$416k, 2019 (\$256k)), compared to budget \$8k. This resulted in a surplus fund balance \$682k, 2019 (\$266k)) as at June 30th 2020. Additional revenues of \$928k (2019-\$1,032k) was received resulted in additional expenses incurred compared to budget.

Revenues have been trending positively compared to budget as a result of new initiatives, this is consistent year over year.

Accumulated surplus (deficit) is comprised of the following:

	2020	2019
Accumulated Surplus/ (Deficit), beginning of year	266,350	(95,014)
Operating Surplus / (Deficit)	237,677	256,262
Post - employment benefits	178,333	105,102
Accumulated Surplus/ Deficit, end of year	\$ 682,360	\$ 266,350

The current ratio, is a liquidity and efficiency ratio that measures an organization’s ability to pay off its short-term liabilities with its current assets. Sahtu DEC current ratio as at June 30th 2020 is 1.7, (2019, 1.5).



Summary and Outlook

The SDEC’s vision for education has been to provide excellence in teaching and learning within contexts that honour the culture and language of the community. Caring schools allow all students to achieve success, as defined by individual students’ dreams, aspirations and abilities. Learning continues beyond

secondary school and students are equipped to meet the demands of changing times by having the skills of life-long learners.

In 2019-2020, *Growing Forward Together* captures the Sahtu schools' leadership goal to collaborate widely to find innovative solutions to historical challenges in education, while moving forward jointly with community leadership's vision for its children and what the community aspires to become. With the new school year, 2020-2021 underway, the Sahtu DEC looks move from visioning to implementation, a series of strategic planning meetings are scheduled for each community in coming months to determine community-specific next steps.

Priorities

The Sahtu region is successfully offering robust learning in reading, writing, and numeracy in Grades 1 - 9, with strong teacher learning in place to sustain improvements in these three core areas. Sahtu schools continue to work with both external literacy and numeracy consultants on improved practices for student learning. School-based and standardized assessment are in place to determine where interventions and enrichments are needed, and to maintain fidelity to curriculum standards. **Comprehensive literacy programming** is offered in all five schools, along with Levelled Literacy Intervention to assist struggling readers. Reading, writing and oral literacy continue to be a regional and school priority and part of school improvement planning. With a comprehensive literacy program, a strong focus on interventions to address learning gaps and promoting growth, and teacher learning, students in the Sahtu are experiencing an increase in achievement in the area of literacy.

Numeracy is an area of the curriculum where our students are struggling. We recognize the importance of delivering a strong numeracy program and the Sahtu has made significant improvements in this area over the past couple of years. We have contracted a numeracy consultant to provide professional support to our teachers in delivering a strong numeracy program as well as the implementation of numeracy assessments in Grades 1-8.

Teacher retention continues to be a challenge in the Sahtu region. While retaining quality teachers remains difficult, it is also difficult to ensure continuity and momentum of excellent programming. Gains made in the core curricular areas are consistently undermined by high teacher turnover. In an effort to address the challenges of teacher turnover and to build on the strengths of the teachers on strength, we continue to work on implementing school-based **Learning Communities**. With our motto of *Growing Forward Together*, each school staff focused on developing a set of priorities that focus on student growth, success and well-being. Through the implementation of school-based Learning Communities, the Sahtu hopes to establish a strong core set of beliefs and priorities so that if teacher turnover is high, students and parents can expect the same level of education with minimal disruption.

Lastly, the Sahtu schools received a significant amount of in-service and support on the new **Our Languages curriculum**. This support was provided by both Education, Culture and Employment through the Language Secretariat and through in-house support. All five Sahtu schools are at the early stages of implementation of the new whole school approach to language and culture. Although each school fully embraced the new curriculum, each school is at a different stage of implementation, depending on the level of support that was

needed. Land and culture programs continue to invite participation by Elders, land experts, and cultural leaders in our communities. School - community connections are strengthened by these programs and will continue to improve into the next school year.

Total Student/Teacher Population by Schools

2020	Students	Teachers
Mackenzie Mountain – Norman Wells	158	14.0
Chief Albert Wright - Tulita	80.25	9.5
Chief T'Selehye – Fort Good Hope	122.5	13.0
Ehtseo Ayha – Deline	85	12.0
Coville Lake – Colville Lake	38	6.5
Totals	483.75	55

Sahtu Divisional Education Council

Consolidated Financial Statements

June 30, 2020

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

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

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

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

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

The financial statements have been reported on by Ashton Chartered Accountants. The auditors' report outlines the scope of their audit and their opinion on the presentation of the information included in the financial statements.



Renee Closs
Superintendent
Sahtu Divisional Education Council

08/19.2020

Date



Harry Cassie, CPA, CGA, CFE, CMgr FCMI, BBA (Hons.)
Comptroller
Sahtu Divisional Education Council

08/19/20

Date

INDEPENDENT AUDITOR'S REPORT

**To the Minister of Education, Culture and Employment of the GNWT
To the Board of Trustees of the Sahtu Divisional Education Council**

Opinion

We have audited the consolidated financial statements of the Sahtu Divisional Education Council, which comprise the consolidated statement of financial position as at June 30, 2020, and the consolidated statements of operations and surplus, changes in net assets (debt), and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the Basis of Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Sahtu Divisional Education Council as at June 30, 2020, and the results of its financial performance and cash flow for the year then ended in accordance with the Canadian public sector accounting standards.

Basis for Qualified Opinion

The Government of the Northwest Territories is responsible for the calculation and distribution of the Education Body's wages and benefits expenditure for public service employees, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT is properly reflected in the Education Body's records. As a result, we were not able to determine whether any adjustments might be necessary to expenditure, liabilities or accumulated surplus.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the Education Body's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Body or to cease operations, or has no realistic alternative but to do so.

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

Independent Auditor's Report (continued)

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

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

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, that, in our opinion, proper books of account have been kept by the Education Body, the consolidated financial statements are in agreement therewith, and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Education Body.

The logo for Ashton Chartered Accountants, featuring the word "Ashton" in a stylized, handwritten-style font.

ASHTON
Chartered Accountants
Business Advisors

Hay River, NT
August 20, 2020

Sahtu Divisional Education Council

Consolidated Statement of Financial Position

June 30, 2020

	2020	2019
FINANCIAL ASSETS		
Cash, Note 4	\$ 3,464,954	\$ 3,260,052
Special purpose funds, Note 5	227,702	359,201
Accounts receivable, Note 8	949,886	1,266,598
	<u>\$ 4,642,542</u>	<u>\$ 4,885,851</u>

LIABILITIES

Accounts payable and accrued liabilities, Note 10	\$ 307,253	\$ 203,003
Payroll liabilities, Note 10	1,478,983	2,016,816
Deferred revenue, Note 11	964,558	1,030,996
Other employee future benefits and compensated absences, Note 17	1,236,922	1,415,255
	<u>3,987,716</u>	<u>4,666,070</u>
Net Financial Assets (Deficit)	<u>\$ 654,826</u>	<u>\$ 219,781</u>

NON-FINANCIAL ASSETS

Prepaid expenses, Note 20	\$ 27,534	\$ 46,569
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ACCUMULATED SURPLUS (DEFICIT)

	\$ 682,360	\$ 266,350
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Contractual obligations, Note 22

Approved on behalf of council:

Karen Peachey Chair

Renee Cross Superintendent

Sahtu Divisional Education Council

Consolidated Statement of Operations and Surplus

For the year ended June 30, 2020

	Budget 2020	Actual 2020	Actual 2019
Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	\$ 13,969,613	\$ 14,112,397	\$ 14,503,310
Teaching and Learning Centres	55,000	-	120,000
French Language Instruction	55,000	55,000	55,000
ECE Other Contributions, Note 31	-	82,580	138,427
Total ECE	14,079,613	14,249,977	14,816,737
GNWT Other Contributions, Note 32	35,000	334,140	349,846
Total GNWT	\$ 14,114,613	\$ 14,584,117	\$ 15,166,583
Jordan's Principle	80,600	408,159	96,483
Total Government of Canada	80,600	408,159	96,483
Education council generated funds			
Interest income	45,000	61,118	70,587
Other	10,000	125,276	205,853
	55,000	186,394	276,440
	14,250,213	15,178,670	15,539,506
Expenses			
Administration	848,687	861,973	1,177,310
School programs	9,322,313	9,783,931	10,088,184
Inclusive schooling	2,575,569	2,833,907	2,521,949
Operations and maintenance	148,952	155,382	139,973
Aboriginal languages	1,346,572	1,305,800	1,355,828
	14,242,093	14,940,993	15,283,244
Operating Surplus (Deficit) before other item	\$ 8,120	\$ 237,677	\$ 256,262
Other item:			
Other employee future benefits and compensated absences, Note 17	-	178,333	105,102
	\$ 8,120	\$ 416,010	\$ 361,364
Accumulated surplus (Deficit), beginning of year		\$ 266,350	\$ (95,014)
Accumulated surplus (deficit), end of year		\$ 682,360	\$ 266,350

Sahtu Divisional Education Council

Consolidated Statement of Changes in Net Assets (Debt)

For the year ended June 30, 2020

	2020	2019
Annual surplus (deficit)	\$ 416,010	\$ 361,364
Change in prepaid expenses	19,035	(27,209)
Increase (decrease) in net financial resources	435,045	334,155
Net financial resources, beginning of year	219,781	(114,374)
Net financial resources, end of year	\$ 654,826	\$ 219,781

Sahtu Divisional Education Council

Consolidated Statement of Cash Flow

For the year ended June 30, 2020

	2020	2019
Cash provided by (used in):		
Operating Transactions		
Operating Surplus (Deficit)	\$ 416,010	\$ 361,364
	416,010	361,364
Change in non-cash assets and liabilities:		
Accounts receivable	316,712	(686,740)
Accounts payable and accrued liabilities	104,250	(64,289)
Payroll liabilities	(537,833)	499,546
Deferred revenue	(66,438)	631,716
Post-employment benefits	(178,333)	(105,102)
Prepaid expenses	19,035	(27,209)
	(342,607)	247,922
Increase (Decrease) in cash and cash equivalents	73,403	609,286
Cash and cash equivalents, beginning of year	3,619,253	3,009,967
Cash and cash equivalents, end of year	\$ 3,692,656	\$ 3,619,253
Consists of:		
Cash	\$ 3,464,954	\$ 3,260,052
Special purpose funds	227,702	359,201
	\$ 3,692,656	\$ 3,619,253

Sahtu Divisional Education Council

Consolidated Detail of Expenses

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accom.	Operations & Maintenance	Administration	Aboriginal Languages	2020 Total	2020 Budget	2019 Total
Salaries									
Teachers' salaries	\$ 6,563,961	\$ 1,141,799	\$ -	\$ -	\$ -	\$ 963,357	\$ 8,669,117	\$ 9,034,980	\$ 9,150,484
Instruction assistants	5,773	896,031	-	-	-	161,165	1,062,969	1,043,325	937,915
Non-instructional staff	1,220,900	270,289	-	-	708,294	39,669	2,239,152	1,793,241	2,139,902
Board/Trustee honorarium	-	-	-	-	13,642	-	13,642	156,976	85,266
	7,790,634	2,308,119	-	-	721,936	1,164,191	11,984,880	12,028,522	12,313,567
Employee Benefits									
Employee benefits and allowances	9,022	-	-	-	-	-	9,022	26,000	7,298
Leave and termination benefits	430,856	-	-	-	-	-	430,856	435,224	436,608
	439,878	-	-	-	-	-	439,878	461,224	443,906
Services Purchased/Contracted									
Professional services	408,655	19,856	-	-	-	-	428,511	422,889	541,313
Postage and communication	41,370	-	-	-	28,066	-	69,436	36,000	75,049
Utilities									
Heating	-	-	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-	-	-
Travel	100,447	25,638	-	-	40,801	8,512	175,398	208,000	300,898
Student transportation (busing)	150,536	-	-	-	-	-	150,536	150,536	150,536
Advertising/printing/publishing	1,405	-	-	-	-	-	1,405	2,000	629
Maintenance and repair	38,099	-	-	7,200	-	-	45,299	148,952	40,748
Rentals and leases	-	-	-	148,182	-	-	148,182	-	135,773
Other contracted services	182,251	41,216	-	-	29,461	-	252,928	150,500	121,029
Other	14,499	25,050	-	-	11,122	-	50,671	102,500	157,055
	937,262	111,760	-	155,382	109,450	8,512	1,322,366	1,221,377	1,523,030
Materials, Supplies and Freight									
Materials	601,538	413,430	-	-	30,132	133,057	1,178,157	516,470	956,079
Freight	14,619	598	-	-	455	40	15,712	14,500	46,662
	616,157	414,028	-	-	30,587	133,097	1,193,869	530,970	1,002,741
Contributions/Transfers									
Transfers	-	-	-	-	-	-	-	-	-
Debt Services									
Other	-	-	-	-	-	-	-	-	-
Total	\$ 9,783,931	\$ 2,833,907	\$ -	\$ 155,382	\$ 861,973	\$ 1,305,800	\$ 14,940,993	\$ 14,242,093	\$ 15,283,244

SAHTU DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education Expenses

For the year ended June 30, 2020

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	2020 Total
Salaries					
ALCBE teachers	\$ 963,357	\$ -	\$ -	\$ -	\$ 963,357
Language consultants	-	-	-	-	-
Instruction assistants	161,165	-	-	-	161,165
Non-instructional staff	-	-	-	-	-
Honoraria	-	-	-	-	-
Elders in schools	39,669	-	-	-	39,669
	1,164,191	-	-	-	1,164,191
Employee Benefits					
Employee benefits and allowances	-	-	-	-	-
Services Purchased/Contracted					
Professional services	-	-	-	-	-
Postage and communication	-	-	-	-	-
Travel	-	-	-	8,512	8,512
Student transportation (busing)	-	-	-	-	-
Advertising, printing and publishing	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-
Rentals and leases	-	-	-	-	-
Other contracted services	-	-	-	-	-
	-	-	-	8,512	8,512
Materials, Supplies and Freight					
Materials	-	75,251	-	57,806	133,057
Freight	-	-	-	40	40
	-	75,251	-	57,846	133,097
Total	\$ 1,164,191	\$ 75,251	\$ -	\$ 66,358	\$ 1,305,800

Sahtu Divisional Education Council

Indigenous Languages and Education (contributions)

For the year ended June 30, 2020

	July 1 to March 31	April 1 to June 30	Total
Contribution Agreement			
Aboriginal Languages			
Revenues			
Funding Received	\$ 1,017,269	\$ 384,286	\$ 1,401,555
	1,017,269	384,286	1,401,555
Expenditure			
Salaries	658,535	304,822	963,357
Other O & M	281,675	60,768	342,443
	940,210	365,590	1,305,800
Net Surplus (Deficit)	\$ 77,059	\$ 18,696	\$ 95,755

Sahtu Divisional Education Council

Inclusive Schooling Expenses

For the year ended June 30, 2020

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
Salaries					
Program Support Teachers	\$ 1,141,799	\$ -	\$ -	\$ -	\$ 1,141,799
Support Assistants	896,031	-	-	-	896,031
Regional Coordinator	270,289	-	-	-	270,289
	<u>2,308,119</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,308,119</u>
Employee Benefits					
Employee benefits and allowances	-	-	-	-	-
Services Purchased/Contracted					
Professional/Technical Services	19,856	-	-	-	19,856
Travel	25,638	-	-	-	25,638
Student Transportation (Busing)	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-
Rentals/Leases	-	-	-	-	-
Other contracted services	66,266	-	-	-	66,266
	<u>111,760</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>111,760</u>
Materials, Supplies and Freight					
Materials	413,160	-	-	-	413,160
Freight	598	-	-	-	598
	<u>413,758</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>413,758</u>
Total	\$ 2,833,637	\$ -	\$ -	\$ -	\$ 2,833,637

Sahtu Divisional Education Council

French Language Programs

For the year ended June 30, 2020

	ECE Contributions July 1 to June 30	Commitment from Sahtu July 1 to June 30	Expenses July 1 to June 30
Special projects:			
Core French Instruction	\$ 55,000	\$ 80,999	\$ 131,420

Sahtu Divisional Education Council

Jordan's Principal

For the year ended June 30, 2020

	Full Year Total			9 and 3 Month Split	
	June 30, 2020 Budget	June 30, 2020 Actual	June 30, 2019 Actual	July 1, 2019 - Mar 31, 2020 Actual	Apr 1, 2020 - Jun 30, 2020 Actual
Revenue					
Government of Canada					
FN and Inuit Health Branch	\$ 80,600	\$ 350,700	\$ 768,277	\$ -	\$ -
Carry Forward from Previous Year	-	671,795	-	-	-
Total Revenue	80,600	1,022,495	768,277	-	-
Expenses					
Administration	-	-	-	-	-
Personnel	-	169,244	75,507	-	169,244
Transportation	-	103,577	5,611	-	103,577
Materials and Supplies	-	85,255	5,853	-	85,255
Rent and Utilities	-	-	-	-	-
Evaluation	-	50,083	9,511	-	50,083
Other	-	-	-	-	-
Total Expenses	-	408,159	96,482	-	408,159
Net Surplus/(Deficit)	80,600	\$ 614,336	\$ 671,795	\$ -	\$ -
Deferred revenue		\$ 614,336	\$ 671,795	\$ 671,795	\$ 671,795

Sahtu Divisional Education Council

Northern Distance Learning

For the year ended June 30, 2020

	Budget	Tulita	Fort Good Hope	Deline	Total	July 1 to March 31	April 1 to June 30	Total
Revenue								
Education, Culture and Employment	\$ -	\$ 33,500	\$ 33,500	\$ 33,500	\$ 100,500	\$ -	\$ -	\$ 100,500
Other	-	-	-	-	-	-	-	-
	-	33,500	33,500	33,500	100,500	-	-	100,500
Expenses								
Salaries/Wages								
Instructional Staff	-	-	-	-	-	-	-	-
<i>Teachers</i>	-	-	-	-	-	-	-	-
<i>On-site support person</i>	-	-	-	-	-	-	-	-
Non-Instructional Staff	-	-	-	-	-	-	-	-
<i>Moodle (Online strategy)</i>	-	-	-	-	-	-	-	-
<i>DL Coordinator</i>	-	13,599	8,436	17,598	39,633	2,882	36,751	39,633
<i>PD - online learning field</i>	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Services Purchased/Contracted								
Network	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
<i>Coordinator travel</i>	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-
<i>In-service release</i>	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<i>IT support</i>	-	-	-	-	-	-	-	-
Materials, Supplies and Freight								
Computer Equipment	-	-	-	-	-	-	-	-
<i>Document cameras</i>	-	-	-	-	-	-	-	-
<i>Phone</i>	-	-	-	-	-	-	-	-
<i>Laptop</i>	-	-	-	-	-	-	-	-
<i>Video (Monopad)</i>	-	-	-	-	-	-	-	-
<i>Wireless adapters and splitter</i>	-	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total expenses	-	13,599	8,436	17,598	39,633	2,882	36,751	39,633
Net surplus/(deficit)	\$ -	\$ 19,901	\$ 25,064	\$ 15,902	\$ 60,867	\$ (2,882)	\$ (36,751)	\$ 60,867

Sahtu Divisional Education Council

Student Success Initiative Projects

For the year ended June 30, 2020

	School Year
Revenue	
Education, Culture and Employment	\$ 55,000
NWTTA	37,800
Total Revenue	92,800
Expenses	
Salaries and wages	
Facilitator fees (including per diems)	58,779
Substitute teacher wages	-
Staff (p/y)	-
Travel	
Facilitator travel	20,633
Air charter	-
Staff travel	6,210
Accommodations	17,923
Daily per diems	2,984
Workshop expenses	
Room rental	-
Refreshments	-
Resources	13,181
Miscellaneous (stationary/printing)	522
Total Expenses	120,232
Net Surplus (Deficit)	\$ (27,432)

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 1. Nature of Organization

The Sahtu Divisional Education Council ("The Council") was established by the *Education Act* of the Government of the Northwest Territories (GNWT) by order of the Minister dated April 1, 1989. Its purpose is to administer and maintain the standards of education program defined under the *Education Act* in the communities in the Sahtu Region.

Consequently, the Council is dependent on funding from the Department of Education, Culture, and Employment (ECE) of the GNWT. Member Communities have formed local District Education Authorities (DEA) which have assumed responsibility to provide sufficient educational programs within their respective communities.

The Council is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

The Council is a public body performing a function of government in Canada. Paragraph 149(1)(C) of the *Income Tax Act* provides that a public body performing a function of government in Canada is exempt from taxation.

The accompanying consolidate financial statements include the operations of the Council, and the member District Education Authorities of Colville Lake, Deline, Fort Good Hope, Norman Wells, and Tulita.

Note 2. Significant Accounting Policies

(a) Basis of Accounting

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

(b) Cash and Cash Equivalents

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

(c) Financial Instruments

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

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

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 2. Significant Accounting Policies (continued)

(c) Financial Instruments

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

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

(d) Non-financial Assets

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

(e) Tangible Capital Assets

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

(f) Revenue Recognition

Government Transfers:

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

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

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

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

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

(f) Revenue Recognition - (Continued)

GNWT – Regular Contributions:

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

Other Contributions:

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

Deferred Revenue:

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

Investment Income:

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

(g) Infrastructure Funding

Any personnel, utilities, and leases infrastructure funding net surplus at the end of the fiscal year is recorded as a payable to the GNWT. Net deficits are not shown as receivable from the GNWT since these amounts are not repayable.

(h) Budget Data

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

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

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

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

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

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 2. Summary of Significant Accounting Policies (continued)

(i) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(j) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Body are treated as expenditures during the year of acquisition and are not recorded on the statement of financial position.

(k) Payroll Liabilities

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

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

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

(l) Post-employment and Termination Benefits

Under the conditions of employment, employees qualify for annual leave of varying lengths depending on length of service. Annual leave is payable within one fiscal year. Employees also earn retirement and severance remuneration based on the number of years of service. Certain employees will also receive assistance with removal costs to return to their point of recruitment. Payment of the removal and termination is dependent on employees leaving the Education Body and other criteria as outlined in the negotiated collective agreements and management handbook guidelines of the GNWT.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 2. Summary of Significant Accounting Policies (continued)

(m) Special Purpose Funds

School activity funds which are fully controlled by the Education Body with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefits.

Student activity funds which are controlled by students or parties other than the Education Body are not included even if custody of the funds is held by the Education Body.

Note 3. Future Accounting Changes and Adoption of New Accounting Standards

Future Accounting Changes

Revenues - Section PS 3400

PSAB has approved Section PS 3400, Revenues. This Section establishes standards on how to account for and report on revenue. This Section applies to fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted. This Section may be applied retroactively or prospectively. Management is currently assessing the impact of the standard.

Student Activity/Fiduciary Funds Policy

Student Activity/Fiduciary funds policy is currently under review by the GNWT - ECE for possible inclusion in Special Purpose Funds. At this time no formal directive has been released and, therefore management is unable to determine any impact that may exist on the financial statements.

Adoption of New Accounting Standards

Effective April 1, 2018, the new standard from the PSA Handbook Section PS 3430 – restructuring transactions was adopted. There is no significant impact on the consolidated financial statements as a result of adopting the new standards.

Sahtu Divisional Education Council

Consolidated Statement of Operations and Surplus

For the year ended June 30, 2020

Note 4. Cash and Cash Equivalents

	2020		2019	
Cash	\$	3,464,954	\$	3,260,052
Short term investments		-		-
	\$	3,464,954	\$	3,260,052

Note 5. Special Purpose Funds

Special purpose funds consist of account balances held by each of the individual District Education Authorities for which the Education Body has control of when and how the funds are disbursed. Additionally, the SDEC administers funding for the Community Justice Committee.

	2020		2019	
Colville Lake	\$	-	\$	8,000
Deline		36,765		69,661
Fort Good Hope		48,181		113,549
Norman Wells		28,263		53,272
Tulita		38,994		64,815
SDEC (CJC)		75,499		49,904
	\$	227,702	\$	359,201

Note 6. Restricted Assets - Not Applicable

Note 7. Portfolio Investments - Not Applicable

Note 8. Accounts Receivable

	Receivables 2020		AFDA 2020		Net 2020		Net 2019	
GNWT - ECE	\$	66,732	\$	-	\$	66,732	\$	217,525
GNWT - HSS		-		-		-		925
GNWT - MACA		15,000		-		15,000		148,050
GNWT - Justice		28,000		-		28,000		30,000
GNWT - ENR		-		-		-		-
Total Due from GNWT		109,732		-		109,732		396,500
WSCC		-		-		-		-
Other		950,421		110,267		840,154		870,098
	\$	1,060,153	\$	110,267	\$	949,886	\$	1,266,598

Note 9. Inventories - Not Applicable

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 10. Accounts Payable and Accrued Liabilities

	2020	2019
Accounts payable and accrued liabilities		
GNWT	\$ 80,170	\$ 297
WSCC	29,666	-
Trade payables	197,417	202,706
	<u>307,253</u>	<u>203,003</u>
Payroll liabilities		
To GNWT (A)	460,277	931,364
To Employees (B)	940,430	989,820
Annual Leave	69,853	86,172
Lieu	2,322	6,420
Other	6,101	3,040
	<u>1,478,983</u>	<u>2,016,816</u>
	<u>\$ 1,786,236</u>	<u>\$ 2,219,819</u>

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

Note B: Amount accrued by the education board for salaries and wages to be paid in July and August.

Note 11. Deferred Revenue

	2020	2019
MACA		
Active After School	\$ -	\$ 71,000
Youth Contribution	29,865	37,995
Regional Youth Sports	-	39,250
Encounters	-	4,000
Justice		
Community Justice	75,499	49,904
ECE		
Northern Distance Learning	60,867	49,915
Library	91,335	107,137
Indigenous Language Education	92,656	-
Government of Canada		
Jordan's Principle	614,336	671,795
	<u>\$ 964,558</u>	<u>\$ 1,030,996</u>

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 12. **Contribution Repayable - Not Applicable**

Note 13. **Due From and To the Government of Canada - Not Applicable**

Note 14. **Capital Lease Obligations - Not Applicable**

Note 15. **Pension - Not Applicable**

Note 16. **Long-term Debt - Not Applicable**

Note 17. **Other employee future benefits and compensated absences**

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2020. The effective date of the next actuarial valuation is March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at February 15, 2020 and the results extrapolated to June 30, 2020. The values presented below are for all of the benefits under the Compensated Absences and Terminations Benefits for the consolidated Government.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 17. Other employee future benefits and compensated absences (continued)

	Severance and removal	Compensated Absences	2020	2019
Changes in Obligation				
Accrued benefit obligations beginning of the year	\$ 806,576	\$ 147,283	\$ 953,859	\$ 781,082
Current period benefit cost	54,416	13,395	67,811	69,045
Interest accrued	25,335	4,794	30,129	29,666
Benefits payments	(161,178)	(25,541)	(186,719)	(94,009)
Plan amendments	-	-	-	-
Actuarial (gain)/loss	5,049	5,272	10,321	168,075
Accrued benefit obligation end of year	730,198	145,203	875,401	953,859
Unamortized net actuarial gain	345,684	15,837	361,521	461,396
Net future obligation	1,075,882	161,040	1,236,922	1,415,255
Benefits Expense				
Current period benefit cost	54,416	13,395	67,811	69,045
Interest accrued	25,335	4,794	30,129	29,666
Plan amendments	-	-	-	-
Amortization of actuarial gains	(80,292)	(9,262)	(89,554)	(109,804)
	(541)	8,927	8,386	(11,093)

The discount rate used to determine the accrued benefit obligation is an average of 2.7%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance and removal	Compensated Absences	Total
2021	\$ 107,876	\$ 18,545	\$ 126,421
2022	83,301	15,626	98,927
2023	64,606	13,156	77,762
2024	56,737	11,904	68,641
2025	301,067	65,287	366,354
	\$ 613,587	\$ 124,518	\$ 738,105

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 18. **Trust Assets and Liabilities under Administration - Not Applicable**

Note 19. **Tangible Capital Asset - Not Applicable**

Note 20. **Prepaid Expenses**

	2020	2019
Prepaid expenses	\$ 27,534	\$ 46,569

Note 21. **GNWT Assets Provided at No Cost**

	Cost	Accumulated Amortization	Net Book Value	
			2020	2019
Buildings				
Schools and colleges	\$ 66,998,568	\$ 24,625,773	\$ 42,372,795	\$ 43,392,562
Staff Housing	275,800	125,641	150,159	162,501
	\$ 67,274,368	\$ 24,751,414	\$ 42,522,954	\$ 43,555,063

Note 22. **Contractual Obligations**

The Education Body has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2020.

	Expires in Fiscal Year *		2021		2022 and thereafter		Total
Commercial and residential leases	2023	\$	231,732	\$	240,805	\$	472,537

* Refers to the last fiscal year of all agreements in that line category

The lease on the Council's office expires on August 31, 2023. A 15 year lease agreement was entered into at the Edward Hodgson Building with monthly lease payments starting September 1, 2008. From September 1, 2008 to August 31, 2018 the annual lease payments will remain at \$106,752. After 10 years, the lease amount may be adjusted based on the expected market conditions for the following 5 years.

In addition, the Council is responsible for its proportionate share of utilities and cleaning services received during its term of occupancy.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 23. Contingencies - Not applicable

Note 24. Related Parties and Inter-Entity Transactions

The Education Body is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Body enters into transactions with these entities in the normal course of operations. The Education Body is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage by the Department of Finance, payroll services by the Department of Human Resources, internal audit services by the Department of Finance, and utility and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note. All related parties are disclosed elsewhere.

Note 25. Budget

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

The annual budget includes estimates of revenues and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Body.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on June 5, 2019 and have not been audited.

Note 26. Economic Dependence

The Sahtu District Education Council received its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that Sahtu District Education Council operations would be significantly affected.

Note 27. Financial Instruments

The Education Body is exposed to various risks through its financial instruments and has a comprehensive risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Education Body's risk exposure and concentration as of June 30, 2020.

Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Education Body has little exposure to credit risk as the majority of its revenues originate from government sources with strong credit worthiness.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 27. Financial Instruments (continued)

Liquidity

Liquidity risk is the risk the Education Body will not be able to meet its obligations as they come due. The Education Body manages its liquidity requirements by preparing detailed cash budgets and having cash available on hand to meet its obligations.

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is composed of currency risk, interest rate risk and other price risk.

Currency risk

The Education Body deals exclusively in Canadian funds and therefore has no currency risk.

Interest rate risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in interest rates. The Education Body minimizes risk through its normal operating and financing activities and maintains cash in a general bank account.

Note 28. Expenses by Object

	2020 Budget	2020 Actual	2019 Actual
Salaries	\$ 12,028,522	\$ 11,984,880	\$ 12,313,567
Employee Benefits	461,224	439,878	443,906
Services Purchased/Contracted	1,221,377	1,322,366	1,523,030
Materials, Supplies and Freight	530,970	1,193,869	1,002,741
Debt Services	-	-	-
	\$ 14,242,093	\$ 14,940,993	\$ 15,283,244

Note 29. Subsequent Events - Not Applicable

Note 30. Comparative Figures

Certain comparative figures have been reclassified to conform with current year's presentation.

Note 31. Other ECE Revenue

	2020	2019
Library	\$ 140,000	\$ 140,000
Health and wellness	11,660	11,660
Youth with disabilities	-	12,500
Self regulation	-	7,000
Distance learning	100,500	60,670
Less: Deferred revenue & contributions repaid	(169,580)	(93,403)
	\$ 82,580	\$ 138,427

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2020

Note 32. GNWT - Other Contributions

	2020	2019
MACA		
Active After School	\$ 73,599	\$ 98,950
Youth Contribution	-	17,450
Regional Youth Sports	-	39,250
On the land	-	7,200
Youth Corps Rainbow United GSA	-	38,050
Keepers of the land	-	22,500
Kelly lake	-	5,000
Model Rocket	-	1,135
TAKT	8,000	19,450
Fiddle	2,500	-
HSS		
Drop The Pop	8,850	8,850
Nutrition North	28,000	-
ITI		
Growing Resistance: Northern Agriculture Program	-	48,050
Justice		
Community Justice	56,000	56,000
Less: Deferred revenue & contributions repaid	157,191	(12,039)
	\$ 334,140	\$ 349,846

Note 33. **Contingent Assets - Not Applicable**

Note 34. **Contractual Rights - Not Applicable**

Note 35. **Statement of Remeasurement Gains and Losses - Not Applicable**

Sahtu Divisional Education Council

Schedule A-1 - Statement of Council Operations and Financial Position (Non-Consolidated)

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Government of the Northwest Territories	\$ 14,114,613	\$ 14,584,117	\$ 15,166,583
Other education body generated funds	55,000	186,394	276,440
	<u>14,169,613</u>	<u>14,770,511</u>	<u>15,443,023</u>
Expenditure			
Administration	848,687	861,973	1,012,430
School programs	9,322,313	9,406,835	9,681,725
Inclusive schooling	2,575,569	2,833,907	2,521,949
Operations and maintenance	148,952	155,382	139,973
Aboriginal languages	1,346,572	1,305,800	1,355,828
	<u>14,242,093</u>	<u>14,563,897</u>	<u>14,711,905</u>
Excess (Deficiency) of Revenue over Expenditure	\$ (72,480)	\$ 206,614	\$ 731,118
Accumulated surplus (deficit), beginning of year		3,798,773	3,067,655
Accumulated surplus (deficit), end of year		\$ 4,005,387	\$ 3,798,773

SATHU DIVISIONAL EDUCATION COUNCIL

Schedule A-2 - Details of Council Expenses (Non-Consolidated)

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Council Administration	Aboriginal Languages	Fiscal & Transfers	2020 Total
Salaries								
Teachers' salaries	\$ 6,563,961	\$ 1,141,799	\$ -	\$ -	\$ -	\$ 963,357	\$ -	\$ 8,669,117
Instruction Assistant	5,773	896,031	-	-	-	161,165	-	1,062,969
Non Instructional Staff	1,043,017	270,289	-	-	708,294	39,669	-	2,061,269
Board/Trustee Honoraria	-	-	-	-	13,642	-	-	13,642
	7,612,751	2,308,119	-	-	721,936	1,164,191	-	11,806,997
Employee Benefits								
Employee benefits and allowances	9,022	-	-	-	-	-	-	9,022
Leave and termination benefits	430,856	-	-	-	-	-	-	430,856
	439,878	-	-	-	-	-	-	439,878
Services Purchased/Contracted								
Professional/Technical Services	408,655	19,856	-	-	-	-	-	428,511
Postage/Communication	41,370	-	-	-	28,066	-	-	69,436
Utilities								
Heating	-	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-	-
Travel	67,099	25,638	-	-	40,801	8,512	-	142,050
Student Travel (busing)	150,536	-	-	-	-	-	-	150,536
Advertising/Printing/Publishing	1,405	-	-	-	-	-	-	1,405
Maintenance/Repair	38,099	-	-	7,200	-	-	-	45,299
Rentals/Leases	-	-	-	148,182	-	-	-	148,182
Other - Contracted Services	182,251	41,216	-	-	29,461	-	-	252,928
Other - Miscellaneous	14,499	25,050	-	-	11,122	-	-	50,671
	903,914	111,760	-	155,382	109,450	8,512	-	1,289,018
Materials, Supplies and Freight								
Materials	446,269	413,430	-	-	30,132	133,057	-	1,022,888
Freight	4,023	598	-	-	455	40	-	5,116
	450,292	414,028	-	-	30,587	133,097	-	1,028,004
Contributions and Transfers								
Transfers to DEAs	-	-	-	-	-	-	-	-
Transfers to Capital	-	-	-	-	-	-	-	-
Amortization								
	-	-	-	-	-	-	-	-
Debt Services								
	-	-	-	-	-	-	-	-
Total	\$ 9,406,835	\$ 2,833,907	\$ -	\$ 155,382	\$ 861,973	\$ 1,305,800	\$ -	\$ 14,563,897

SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-1 District Education Authorities
Statement of Operations - Non-Consolidated

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 126,000	126,000	126,000
GNWT	-	529,299	715,756
Other	3,500	-	-
Deferred Revenue	16,100	(152,203)	(262,867)
Contributions Repaid	-	-	(46,430)
	19,600	377,096	406,459
Total revenue	145,600	503,096	532,459
Expenditure			
Administration	111,400	87,508	164,880
School programs	30,700	377,096	406,459
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	\$ 142,100	464,604	571,339
Surplus (Deficit)	3,500	38,492	(38,880)
Opening equity		40,570	79,450
Closing equity		\$ 79,062	\$ 40,570
Composition of Ending Accumulated Surplus			
Cash	\$	-	\$ -
Accounts receivable		79,062	40,570
Accounts payable		-	-
	\$	79,062	\$ 40,570

SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-2 - Details of DEA Expenses

Non-Consolidated

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accom.	Operations and Maintenance	Council Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non-instructional Staff	177,883	-	-	-	34,940	-	212,823
Board/Trustee Honorarium	-	-	-	-	16,190	-	16,190
	177,883	-	-	-	51,130	-	229,013
Employee Benefits							
Employee Benefits and Allowances	-	-	-	-	-	-	-
Leave and Termination	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities							
Heating	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-
Travel	33,348	-	-	-	-	-	33,348
Student Transportation (busing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	849	-	849
Rentals/Leases	-	-	-	-	-	-	-
Other - Fees	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	32,723	-	32,723
	33,348	-	-	-	33,572	-	66,920
Materials/Supplies/Freight							
Materials	155,269	-	-	-	2,806	-	158,075
Freight	10,596	-	-	-	-	-	10,596
	165,865	-	-	-	2,806	-	168,671
Total	\$ 377,096	\$ -	\$ -	\$ -	\$ 87,508	\$ -	464,604

COLVILE LAKE

District Education Authority
Statement of Operations

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 17,000	\$ 17,000	\$ 17,000
GNWT	-	9,597	29,261
Other	-	-	-
Deferred Revenue	9,138	-	(7,634)
Contributions Repaid	-	-	(366)
	26,138	26,597	38,261
Expenses			
Administration	17,438	12,065	27,077
School programs	8,700	9,597	21,261
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	26,138	21,662	48,338
Surplus (Deficit)	-	4,935	(10,077)
Opening equity		12,671	22,748
Closing equity	\$	17,606	\$ 12,671
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		17,606	12,671
Accounts Payable		-	-
	\$	17,606	\$ 12,671

COLVILLE LAKE

District Education Authority
Details of Expenses

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	-	-	-	-	5,666	-	5,666
	-	-	-	-	5,666	-	5,666
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	6,399	-	6,399
	-	-	-	-	6,399	-	6,399
Materials/Supplies/Freight							
Materials	9,597	-	-	-	-	-	9,597
Freight	-	-	-	-	-	-	-
	9,597	-	-	-	-	-	9,597
Total	\$ 9,597	\$ -	\$ -	\$ -	\$ 12,065	\$ -	\$ 21,662

NORMAN WELLS

District Education Authority
Statement of Operations

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 30,000	\$ 30,000	\$ 30,000
GNWT	-	123,398	180,048
Other	3,500	-	-
Deferred Revenue	-	(28,264)	(52,029)
Contributions Repaid	-	-	(1,243)
	<u>33,500</u>	<u>125,134</u>	<u>156,776</u>
Expenses			
Administration	17,500	18,303	39,921
School programs	16,000	95,134	126,776
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	<u>33,500</u>	<u>113,437</u>	<u>166,697</u>
Surplus (Deficit)	-	11,697	(9,921)
Opening equity		4,076	13,997
Closing equity		\$ 15,773	\$ 4,076
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		15,773	4,076
Accounts Payable		-	-
	\$	<u>15,773</u>	\$ <u>4,076</u>

NORMAN WELLS

District Education Authority
Details of Expenses

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	25,801	-	-	-	10,716	-	36,517
Board/Trustee Honoraria	-	-	-	-	-	-	-
	<u>25,801</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>10,716</u>	<u>-</u>	<u>36,517</u>
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	4,041	-	-	-	-	-	4,041
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	549	-	549
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	7,038	-	7,038
	<u>4,041</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>7,587</u>	<u>-</u>	<u>11,628</u>
Materials/Supplies/Freight							
Materials	64,906	-	-	-	-	-	64,906
Freight	386	-	-	-	-	-	386
	<u>65,292</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>65,292</u>
Total	\$ 95,134	\$ -	\$ -	\$ -	\$ 18,303	\$ -	113,437

DELINE

District Education Authority
Statement of Operations

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 26,000	\$ 26,000	\$ 26,000
GNWT	-	124,347	143,610
Other	-	-	-
Deferred Revenue	-	(36,764)	(69,528)
Contributions Repaid	-	-	(134)
	26,000	113,583	99,948
Expenses			
Administration	26,000	10,419	30,995
School programs	-	87,583	73,949
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	26,000	98,002	104,944
Surplus (Deficit)	-	15,581	(4,996)
Opening equity		4,717	9,713
Closing equity	\$	20,298	\$ 4,717
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		20,298	4,717
Accounts Payable		-	-
	\$	20,298	\$ 4,717

DELINE

District Education Authority
Details of Expenses

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	42,549	-	-	-	1,766	-	44,315
Board/Trustee Honoraria	-	-	-	-	5,575	-	5,575
	42,549	-	-	-	7,341	-	49,890
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	12,586	-	-	-	-	-	12,586
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	300	-	300
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	-	-	-
	12,586	-	-	-	300	-	12,886
Materials/Supplies/Freight							
Materials	27,225	-	-	-	2,778	-	30,003
Freight	5,223	-	-	-	-	-	5,223
	32,448	-	-	-	2,778	-	35,226
Total	\$ 87,583	\$ -	\$ -	\$ -	10,419	\$ -	98,002

FORT GOOD HOPE

District Education Authority
Statement of Operations

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 26,000	\$ 26,000	\$ 26,000
GNWT	-	165,207	259,211
Other	-	-	-
Deferred Revenue	3,462	(48,181)	(94,757)
Contributions Repaid	-	-	(18,791)
	29,462	143,026	171,663
Expenses			
Administration	23,462	20,459	25,793
School programs	6,000	117,026	145,663
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	29,462	137,485	171,456
Surplus (Deficit)	-	5,541	207
Opening equity		8,870	8,663
Closing equity	\$	14,411	\$ 8,870
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		14,411	8,870
Accounts Payable		-	-
	\$	14,411	\$ 8,870

FORT GOOD HOPE

District Education Authority
Details of Expenses

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	74,169	-	-	-	11,301	-	85,470
Board/Trustee Honoraria	-	-	-	-	4,156	-	4,156
	74,169	-	-	-	15,457	-	89,626
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	16,721	-	-	-	-	-	16,721
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	5,002	-	5,002
	16,721	-	-	-	5,002	-	21,723
Materials/Supplies/Freight							
Materials	21,149	-	-	-	-	-	21,149
Freight	4,987	-	-	-	-	-	4,987
	26,136	-	-	-	-	-	26,136
Total	\$ 117,026	\$ -	\$ -	\$ -	\$ 20,459	\$ -	137,485

TULITA

District Education Authority
Statement of Operations

For the year ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
Revenue			
Contributions from Divisional Council	\$ 27,000	\$ 27,000	\$ 27,000
GNWT	-	106,750	103,626
Other	-	-	-
Deferred Revenue	-	(38,994)	(38,919)
Contribution Repayable	-	-	(25,896)
	27,000	94,756	65,811
Expenses			
Administration	27,000	26,262	41,094
School programs	-	67,756	38,810
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	27,000	94,018	79,904
Surplus (Deficit)	-	738	(14,093)
Opening equity		10,236	24,329
Closing equity	\$	10,974	\$ 10,236
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		10,974	10,236
Accounts Payable		-	-
	\$	10,974	\$ 10,236

TULITA

District Education Authority
Details of Expenses

For the year ended June 30, 2020

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	35,364	-	-	-	11,157	-	46,521
Board/Trustee Honoraria	-	-	-	-	793	-	793
	<u>35,364</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>11,950</u>	<u>-</u>	<u>47,314</u>
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	14,284	-	14,284
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>14,284</u>	<u>-</u>	<u>14,284</u>
Materials/Supplies/Freight							
Materials	32,392	-	-	-	28	-	32,420
Freight	-	-	-	-	-	-	-
	<u>32,392</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>28</u>	<u>-</u>	<u>32,420</u>
Total	\$ 67,756	\$ -	\$ -	\$ -	\$ 26,262	\$ -	94,018

Approvals

Operating Plan

Karee Peasley
Education Body Chair

June 7/19
Date

S. Angley
Superintendent

June 7/2019
Date

Annual Report

Karee Peasley
Education Body Chair

September 22/20
Date

Renee Clark
Superintendent

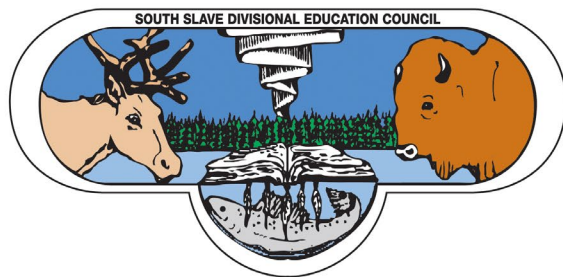
Sept 22/20
Date

Education Accountability Framework

South Slave Divisional Education Council

Annual Report

For the 2019-20 School Year



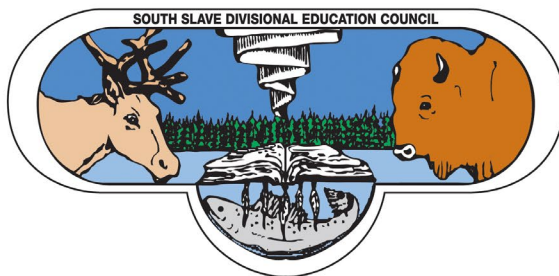
*Creating
Futures*

Cadre de responsabilisation en éducation

Conseil scolaire de division du Slave Sud

Rapport annuel

Année scolaire 2019-2020



*Creating
Futures*

Operating Plan - Executive Summary

The South Slave Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to account 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 Annual Report 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 2019-20 school year.

The following table summarizes the planned goals and targets for the 2019-20 school year:

Regional Goals and Priorities:

To improve student success in *literacy*

To increase the percentage of students meeting or exceeding expectations for literacy proficiency

Targets:

1. At least 65% of students will be reading within grade according to the Fountas and Pinnell reading level chart
2. At least 20% of students gain at least one stanine increase in reading on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)
3. At least 65% 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, express a word of appreciation, 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 75% or better response rate]
6. At least 90% of parents say they are satisfied with their child's growth as a reader (with 75% or better 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 students gain at least one stanine increase in math on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)
2. At least 72% 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 75% or better response rate]
4. At least 90% of parents say they are satisfied with their child's growth in math (with 75% or better response rate]

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 80% of K-10 students participate in at least 15 lessons (or 10 hours of instruction) of a social responsibility program.
2. 5% more students will achieve at least 90% attendance
3. 80% of parents 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)

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 was paired with mentors, new and existing principals were supported through the Division Principal positions, and wellness was 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 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Priorités et objectifs pour la région :

Favoriser la réussite des élèves en littératie

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

Cibles :

1. Au moins 77 % des élèves démontreront des compétences de lecture correspondant à leur niveau, selon la grille des niveaux de lecture de Fountas et Pinnell
2. Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en lecture au test de rendement canadien (Canadian Achievement Test, norme CAT-4 pour l'Ouest et le Nord du Canada)
3. Au moins 65 % des élèves atteignent ou dépassent la moyenne canadienne en lecture
4. 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, d'exprimer leur reconnaissance et d'utiliser au moins trois expressions de salutation ou de remerciement de plus dans la ou les langues autochtones locales (huit expressions pour entamer la discussion ou répondre, sans aide-mémoire)
5. 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 75 %)
6. Au moins 90 % des parents se disent satisfaits du développement de leur enfant en lecture (taux de réponse minimal de 75 %)

Favoriser la réussite des élèves en numératie

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

Cibles :

1. Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien (Canadian Achievement Test, norme CAT-4 pour l'Ouest et le Nord du Canada)
2. Au moins 72 % des élèves atteignent ou dépassent la moyenne canadienne en mathématiques

3. Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en mathématiques (taux de réponse minimal de 75 %)
4. Au moins 90 % des parents se disent satisfaits du développement de leur enfant en mathématiques (taux de réponse minimal de 75 %)

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 :

1. Au moins 80 % des élèves de la maternelle à la 10^e année participent à au moins quinze séances (ou 10 heures d'enseignement) d'un programme de responsabilité sociale
2. Quelque 5 % des élèves afficheront un taux de présence d'au moins 90 %
3. 80 % des parents participent à au moins :
 - une des journées de planification de l'éducation communautaire
 - une des rencontres à trois entre parents, élève et enseignant
 - un des ateliers de parents (pour obtenir de l'information ou formuler des commentaires)

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 venus 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 la maternelle à la 12^e année dans toutes nos écoles. En collaborant pour établir des communautés d'apprentissage professionnel 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 2019-2020 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:

Despite the disruption COVID caused, the SSDEC did their best to stay the course with our main initiatives (*Literacy, Numeracy, and Social Responsibility*):

- Literacy - we saw improvement in the percentage of students reading at or above the standard on the Canadian Achievement Test-4 (from 64% to 67%). Each school continued to maintain a full-time Literacy Coach who in turn was supported by our Regional Literacy Coordinator.
- Numeracy – we continued deepening our implementation of K- 9 Math Program, and each school had an identified Math Lead who worked closely with our Regional Coordinator. Similar to our Literacy results, the number of students meeting the Canadian standard in math showed improvement from 70% to 73%.
- Social Responsibility – given COVID-related school closures, we cannot accurately calculate some of these targets. On the plus side, the percentage of parents who were satisfied with their child's growth in reading and math was over 95% and 90% respectively.

Specialist positions are continuing to be difficult to fill, in particular; Indigenous Language teachers, French Immersion and senior Math/Science. We continued our practice of funding Indigenous Language interns in 2019/20. We struggled for the majority of the year in staffing a Literacy Coordinator position for 2019-20, finally securing one for next year. A huge loss to our Division was the retirement of Sheila Kindred, our outgoing Inclusive Schooling Coordinator, and the recent announcement of Shawna Coleman, our Indigenous Language and Culture Coordinator's move to ECE. These filled vacancies and two new principals will be an early focus for hiring, orientation, maintaining and building on current successes.

Continuing a tradition of excellence in education we had a number of staff recognized this past year:

- Shirley Lamalice - Indspire Indigenous Educator Award
- Dr. Curtis Brown – Polar Medal
- Shawna Coleman – Ministerial Literacy Award
- Todd Sturgeon – NWTTA President's Award
- Allie McDonald – NWTTA Aboriginal Sport Circle Award

The number and breadth of student awards are too numerous to begin to list here. However, we are also seeing an increase of students with complex needs and vulnerabilities at the same time our core Inclusive School funding has decreased. Our schools have been proactive in applying for, and receiving, over \$4 million in supplemental funding through Jordan's Principle.

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation. L'encadré suivant résume les bons coups survenus pendant cette année scolaire, ainsi que les points à améliorer.

Malgré la perturbation engendrée par la pandémie, le CSDSS s'est efforcé de garder le cap sur ses priorités (littératie, numératie et responsabilité sociale) :

- Littératie : Nous avons enregistré, au test de rendement canadien, une croissance de 64 % à 67 % du pourcentage d'élèves dont les capacités de lecture respectent ou dépassent les exigences de leur niveau. Toutes les écoles ont conservé un poste de conseiller en alphabétisation à temps complet qui, pour sa part, a pu compter sur le soutien de notre coordonnateur de la littératie régional.
- Numératie : Nous avons avancé notre projet de mathématiques en 9^e année. Chaque école a notamment nommé un chef d'équipe en mathématiques qui a travaillé de près avec le coordonnateur régional. À l'instar des résultats de littératie, le nombre d'élèves ayant atteint le seuil de réussite canadien en mathématiques a crû de trois points de pourcentage pour atteindre 73 %.
- Responsabilité sociale : Puisque les écoles ont été fermées (confinement oblige), on ne peut calculer avec précision certaines de ces cibles. En revanche, le pourcentage de parents satisfaits de la progression de leur enfant en lecture et en mathématiques était de 95 % et 90 % respectivement.

Les postes de spécialistes sont toujours aussi difficiles à combler, particulièrement les postes d'éducateur de langue autochtone, d'enseignant en immersion française et d'enseignant de mathématiques et de sciences au 2^e cycle du secondaire. En 2019-2020, nous avons continué à financer des stagiaires en langue autochtone. Notre recherche, pour 2019-2020, d'un coordonnateur régional de l'éducation et des langues autochtones est restée vaine, mais nous avons fini par en recruter un pour l'année prochaine. Le départ à la retraite de Sheila Kindred, coordonnatrice sortante de l'intégration scolaire, est une grande perte pour notre division. Plus récemment, Shawna Coleman, coordonnatrice de la culture et des langues autochtones, nous a également annoncé qu'elle rejoindrait le MÉCF. Dès que possible, nous recruterons des candidats pour ces postes ainsi que pour deux postes de directeur d'école; nous organiserons leur accueil et effectuerons un suivi, le tout en nous inspirant de nos succès actuels.

Plusieurs membres de notre personnel ont été récompensés l'année dernière :

- Shirley Lamalice – Prix de l'éducateur de langue autochtone d'Indspire
- D^r Curtis Brown – Médaille polaire
- Shawna Coleman – Prix d'alphabétisation du ministre
- Todd Sturgeon – Prix du président de l'AETNO
- Allie McDonald – Prix du Cercle sportif autochtone de l'AETNO

Les élèves récompensés et les prix reçus sont trop nombreux et variés être listés ici. Toutefois, nous assistons aussi à une montée du nombre d'enfants présentant des vulnérabilités et des besoins complexes, alors que notre

financement d'intégration scolaire diminue. Nos écoles ont sollicité du financement supplémentaire et ont obtenu plus de quatre millions de dollars qui leur ont été accordés en vertu du principe de Jordan.

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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, and 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 2019-20 representatives were 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	Roseann Tourangeau	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 were:

Superintendent – Dr. Curtis Brown

Division Principals (0.5) – Dorie Hanson, Al Karasiuk
 Comptroller – James Watts, CMA

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of “Deputy Head” for the public service.

As per Policy BHA – DEA Development, in recognition of the commitment of Council to lifelong learning and continuous improvement, it is expected that all District Education Authority (DEA) representatives take opportunity for training and development activities to enhance their ability to effectively fulfill their governance responsibilities consistent with the foundational and philosophical commitments of the South Slave Divisional Education Council (SSDEC).

The SSDEC identifies potential DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEA members are expected to review the local DEA policies, SSDEC policies, and the workshops available to DEAs as listed in the SSDEC’s *DEA Development Workshops* document, along with any other relevant documents pertinent to the operation of the DEA.

A ‘*New Member Orientation*’ workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. The orientation takes place no more than two months after a DEA election or appointment process.

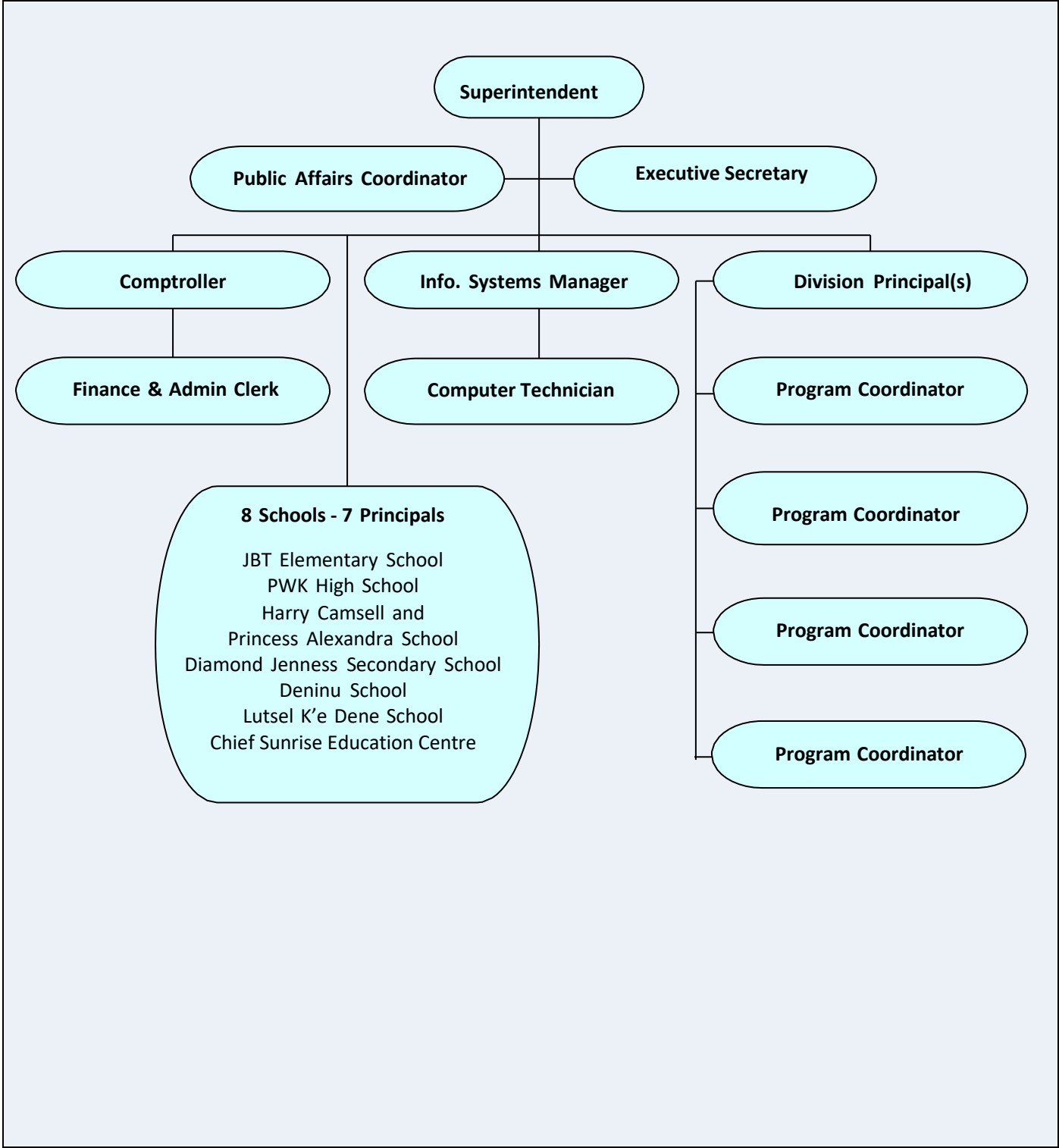
The *Formula Funding* and *Staffing* workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: *Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, Providing Support for Teachers, Finance for Trustees (Finance for Non-Financial Managers), Successful Meetings, Lobbying, School Calendars, Public Relations and Communication, Inclusive Schooling, Graduation Requirements, Planning Local Programs, and Codes of Conduct.*

SSDEC staff provides 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).

Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
DEA Development	DEA	New Member roles and Responsibilities	Fort Resolution (within 2 months of Dec 2019 election)	No	No new members elected
		Formula Funding	Upon request	Not requested	
		Staffing		Not requested	
		Policy Development		Not requested	
		Leadership for Literacy		Not requested	
		Community Education Planning		Not requested	
		Education Act		Not requested	
		Harassment Awareness		Not requested	
		Fundraising		Not requested	
		Partnerships		Not requested	
		Supporting Teachers		Not requested	
		Finance for Trustees		No	Cancelled due to COVID
		Successful Meetings		Not requested	
		Lobbying		Not requested	
		School Calendar		Not requested	

		Development			
		PR & Communications		Not requested	
		Graduation Requirements		Not requested	
		Local Programming		Not requested	
		Code of Conduct		Not requested	

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 SSDEC’s five meetings as planned for the upcoming school year, with exact dates to be determined at the end of the meeting prior:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
Sep	Kát’odeeche	Yes	
Nov/Dec	Hay River	Yes	
Jan/Feb	Fort Smith	Yes	
Mar/Apr	Fort Resolution	No (cancelled)	COVID-19
May/Jun	łutsel K’e	Yes (by Zoom)	

School Profiles

The following table details the total number of schools in the Division, the confirmed student head count for the 2019-20 school year and a summary of the education programming highlights offered by each school in the region, including the community (District) 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	1217 (FTE)
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School Name	Community	Grades Offered	Programming Highlights
Chief Sunrise Education Center [CSEC]	Kát'odeeche First Nation	JK-12	<ul style="list-style-type: none"> Multi-grade classes South Slavey
Diamond Jenness Secondary School [DJSS]	Hay River	8-12	<ul style="list-style-type: none"> Single-grade, split-grade & multi-grade classes South Slavey Post-Intensive French (8-10)
Deninu School [DN]	Fort Resolution	JK-12	<ul style="list-style-type: none"> Multi-grade classes Chipewyan Northern Distance Learning
Harry Camsell School [HC]	Hay River	JK-3	<ul style="list-style-type: none"> Single-grade & split-grade classes South Slavey Core French
Joseph Burr Tyrell Elementary School [JBT]	Fort Smith	JK-6	<ul style="list-style-type: none"> Single-grade, split-grade & multi-grade classes Chipewyan Cree Core French French Immersion
Łutselk'e Dene School [LKDS]	Łutselk'e	JK-12	<ul style="list-style-type: none"> Multi-grade classes Chipewyan Northern Distance Learning
Princess Alexandra School [PA]	Hay River	4-7	<ul style="list-style-type: none"> Single-grade & split-grade classes South Slavey Core French (4-5) Intensive French (6) Post-Intensive French (7)
Paul William Kaeser High School	Fort Smith	7-12	<ul style="list-style-type: none"> Single-grade & split-grade classes Chipewyan

[PWK]			<ul style="list-style-type: none"> • Cree • Core French • French Immersion (7-9) • Phoenix School Program (10-12) • Trailcross (group home) class
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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.

<p>The 5 communities of the South Slave encompass the following language groups:</p> <ul style="list-style-type: none"> • Chipewyan • Cree • South Slavey • English • French <p>Our Regional student ethnicity breakdown is (76% Indigenous):</p> <ul style="list-style-type: none"> • Dene 45% • Metis 24% • Inuit 7% • Other 24% <p>Individual community demographics are as follows:</p> <p>Fort Resolution (Chipewyan, English) (97% Indigenous)</p> <ul style="list-style-type: none"> • Dene 69% • Metis 27% • Inuit 1% • Other 3% <p>Fort Smith (Chipewyan, Cree, English, French) (79% Indigenous)</p> <ul style="list-style-type: none"> • Dene 46% • Metis 23% • Inuit 10% • Other 21% <p>Hay River (English, French, South Slavey) (64% Indigenous)</p> <ul style="list-style-type: none"> • Dene 29% • Metis 29% • Inuit 6% • Other 36%

Kát'odeeche (English, South Slavey) (100% Indigenous)

- Dene 90%
- Metis 10%

Lutselk'e (Chipewyan, English) (100% Indigenous)

- Dene 98%
- Inuit 2%

35% of our students were on Student Support Plans (20% accommodated, 15% modified) and >1% on Individual Education Plans.

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, average number of teachers with 10 or more years experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

The South Slave continues to have a relatively stable teacher population, with many dedicated long-term teachers. Our approved PY staffing for 2019-20 was 111.75 FTE. The average length of employment in our region was 9.7 years, and approximately 44% of our teachers (49) had 12 or more years of experience. We had 17 teachers (new to the region) for 2019-20.

Issues/concerns with teacher recruitment included an ongoing trend of receiving fewer applicants in general for all competitions. In addition, it was increasingly difficult to find quality candidates in specialty areas such as Indigenous Languages, Sr. Math/Sciences and French Immersion. In addressing the difficulty of staffing ILE positions, our division has been proactive in pursuing and prioritizing funding for internship placements to train replacement instructors in the Indigenous Languages. We continue to anticipate a high number of retirements in the next 3-5 years, both Regionally and at the school-level, this will have a significant impact on transition planning for leadership positions.

2. Territorial Schools

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

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

<p>Regional priorities and goals:</p> <p>In addition to Council setting targets each year in relation to these goals, SSDEC Policy AE – <i>Key Priorities</i> solidifies literacy, including numeracy, as priorities for the foreseeable future.</p>	<p>To improve student success in <i>literacy</i> To increase the percentage of students meeting or exceeding expectations for literacy proficiency</p> <p>To improve student success in <i>numeracy</i> To increase the percentage of students meeting or exceeding expectations for numeracy proficiency</p> <p>To increase understanding and practice of <i>socially responsible behaviour</i> by all members of the school community To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<i>Literacy</i>			
Percentage of students reading within grade according to the Fountas and Pinnell reading level chart	65%	N/A	Year-end statistics were not available due to COVID closures.
Percentage of students gaining at least one stanine increase in reading on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	20%	37%	
Percentage of students reading at or above the Canadian average on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	67%	67%	This represents a 3% increase over the previous year.
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%	N/A	Year-end statistics were not available due to COVID closures.
Percentage of parents who say they have been involved in a discussion of their child’s	90%	95%	

strengths and stretches (areas to work on) in reading (with 75% or better survey response rate]		74% response rate	
Percentage of parents who say they are satisfied with their child's growth as a reader (with 75% or better survey response rate]	90%	95% 74% response rate	
Numeracy			
Percentage of students gaining at least one stanine increase in math on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	20%	42%	
Percentage of students at or above the Canadian average on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm) in math	72%	73%	This represents a 3% increase over the previous year.
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 75% or better survey response rate]	90%	94% 74% response rate	
Percentage of parents who say they are satisfied with their child's growth in math (with 75% or better survey response rate]	90%	90% 74% response rate	
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: <ul style="list-style-type: none"> • Incredible Flexible You (ages 4-7), • Zones of Regulation (K-3), • MindsUp (preK-8) • Second Step (K-9), • Mindful Schools (K-adolescent) • Superflex (3), • Fourth R (7-9), • Healthy Relationship Plus (7-11), or • Leadership and Resiliency Program 	80%	N/A	Year-end statistics were not available due to COVID closures.

(7-12)			
<p>Percentage increase in students achieving at least 90% attendance</p> <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's</i></p>	45%	N/A	Year-end statistics are forthcoming but will not provide reliable comparison to baseline due to COVID closures.
<p>Percentage of parents who participate in at least one of:</p> <ul style="list-style-type: none"> • Community Education Planning days, • 3-Way Student-Parent-Teacher Conferences, and/or • Parent workshops (getting information or giving input) <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's</i></p>	80%	N/A	Year-end statistics were not available or were non-representative due to COVID closures.
<p>Areas of Strength for the region</p>	<p>We made measurable progress in the percentage of students performing at an acceptable level of Literacy and Numeracy, showing a 3% increase in each</p> <p>Parent engagement/satisfaction continues to be very high, over 90%, for our Region.</p>		
<p>Areas for Development for the region</p>	<p>Orienting new staff, maintaining our achievement targets, and increasing the number of students who attend 90% of the time will continue to be an ongoing priority</p>		
<p>Additional Comments for the region</p>	<p>We anticipate a COVID dip in our achievement results given the 5 months since schools were closed and many students disengaged.</p>		

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

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>The South Slave Divisional Education Council believes the key to an effective school is an ongoing school improvement process, which the school principal coordinates with the DEA, the school staff and students, and other school partners. This process involves the identification of priorities based on agreed program and operational strengths and needs. Updated annually, a Community School Education Plan includes goals, action items, responsibilities, timeline and expected outcomes.</p> <p>SSDEC Policy AEA – School Community Education Plans requires that schools plan two Community Education Planning (CEP) days per year (dates submitted to Board Office when calendars are developed). Students, parent/guardians, and community groups are encouraged to participate and provide feedback on current programming and to suggest future areas of focus. Agendas (including any survey instruments) are developed by the principal and approved by the Superintendent prior to the planning days.</p> <p>The resulting plans, along with the school’s <i>Focus & Alignment</i> document is updated and submitted to the Superintendent bi-annually. The latter summarizes each school’s data in relation to regional goals and allows for the setting of school specific targets in relation to the regional targets.</p> <p>Our Community Education Planning structure and our Social Responsibility priority, contributes to the Departmental priorities, strengthening School-Community relationships and Student Wellness.</p> <p>Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities directly supports our commitment to Quality Education and Educator Wellness.</p> <p>Our engagement in systemic assessment (AAT’s, CAT-4, Whole School Writes, Diploma Exams) and analysis, and providing regular reporting to our respective education governing bodies (SSDEC and DEAs) promotes our commitment to accountability.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted. (CEP)	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the DEA/public.	100%	100%	
Areas of Strength for the region	<ul style="list-style-type: none"> • Student achievement (Literacy/Numeracy) • Social-Emotional Learning • Indigenizing Education <p>Our Region has a well defined process for schools to follow when developing (and submitting) their Community Education Plans that involves community consultation and focussed alignment with Regional/Territorial Goals</p>		
Areas for Development for the region	Maintaining momentum and orienting new principals to the expectations and related strategies for collaboration.		
Additional Comments for the region	School Improvement Plans (CEPs) will need to take into account the effects of a 3+ month COVID closure		

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.

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

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>The Superintendent, and at least one of the Division Principals, conducts two school visits per year, observing/meeting with each teacher and meeting with each school’s Leadership Team. Instructional/Programming strengths and stretches are discussed and the school’s progress on their Focus and Alignment/Community Education Plan (school improvement plan) is reviewed.</p> <p>In addition, after 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 Board every two months.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	100%*	Second round of school and classroom visits cancelled due to COVID closures.
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	Our Region has developed strong Collaborative Learning Teams in all of our schools. Their work in identifying Essential Learning Outcomes and creating Common Assessments served us in well when we had to pivot to distance (online) learning for the remainder of the year.		
Areas for Development for the region	While our Region made significant progress in the area of Indigenizing Education K-9, we are still in the process of determining the best combination of process/content Indigenization for our senior courses.		
Additional Comments for the region			

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

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>The regional office tracks (for each school) those staff members who are up for evaluation each year. This list is confirmed with the principals at the beginning of the school year. All UNW and Excluded employees are evaluated using ePerformance every year, while NWTTA staff are evaluated per the required schedules. All staff also identify, in consultation and with supervisor approval, annual improvement goals, whether or not they are undergoing formal evaluation that year. On occasion (staff leaving mid-way through the year, teachers retiring, etc.) the evaluation may be waived. Each principal’s mid-year and year-end checklists reference how many of the required evaluations are completed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	55	43	7 evaluations carried over to next year as COVID interrupted the observations. 5 were not completed as staff left part-way through the year
Number of principal and assistant principals formally evaluated in the school year.	1	1	But delayed due to COVID
Number of School Support Consultants formally evaluated in the school year.	2	1	Interrupted due to medical and COVID
Number of Superintendents and Assistant Superintendents (Division Principals) formally evaluated in the school year.	2	0	Interrupted due to COVID and turnover
Areas of Strength for the region	Our Region continued to pilot our rubric-based teacher evaluation model. It had been streamlined from the previous year. Feedback from principals indicates that it served as the basis for some very productive conversations.		
Areas for Development for the region	Training in completing ePerformance documents re: UNW staff continues to be a need for some.		

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 table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>The SSDEC’s annual regional 2-day in-service gives educators a chance to gather and reflect on the past year’s success, confirm and reinforce evidence-based initiatives, and engage in professional learning activities to prepare for the upcoming school year.</p> <p>The theme of our 2019-20 in-service will be titled <i>Inspiring Collective Efficacy</i>. John Hattie and his team have presented ‘the collective belief of staff in their ability to positively affect students’ as the “<i>new number one</i>” influence related to student achievement. (2017)</p> <p>Dr. Jean Clinton will be starting us off by addressing the need for positive relations and holistic trauma-informed practices. We will also be continuing our work towards the identification of <i>Essential Learning Outcomes</i> and development of <i>Common Collaborative Assessments</i>. Our Support Assistants will also be included in the in-service and will receive targeted training in the area of inclusive schooling.</p> <p>Over the past ten years of the <i>Leadership for Literacy</i> (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, <i>in their belief</i> 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”.</p> <p>In light of funding reductions and plateauing results, Schmoker (Focus 2017) reminds us to do less but do it better (coherence). Utilizing the collaborative time, available through STIP, schools will be going deeper with PLCs to ensure teachers hone in on ELOs and know how to collaboratively assess and analyze results to inform instruction and interventions for improve results. We are also reinvigorating strategies that</p>
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	<p>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.</p> <p>We are reminded of four key questions to help us all focus individually and in collaboration (professional learning communities):</p> <ol style="list-style-type: none"> 1) What do we want students to learn? 2) How will we know if students have learned it? 3) What will we do if students haven't learned it? 4) What will we do if they have already learned it? <p>Regional PD (to select groups) will primarily focus in the following areas:</p> <ul style="list-style-type: none"> • Collaborative Learning Teams (Common Assessments), • Literacy, • Numeracy, • Indigenous Languages, Indigenizing Education, • Trauma Sensitive Schools, • Program Support/Inclusive Schooling, • STEM (Science/Technology/Engineering/Math), and • Leadership <p>The 2.5 Administration Days are planned by the individual schools and generally focus on school start-up, semester transition, and year-end training and tasks.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on departmental priorities	100%	100%	
% of administration days dedicated to training and in-service.	0%	0%	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Areas of Strength for the region	<p>Frequent and regularly scheduled Collaborative STIP time enabled our staff to continue their work in determining Essential Learning Outcomes and start the work of Common Collaborative Assessments. We have begun to see Regional Teams form to work on common areas and to share on a wider basis.</p> <p>Our two Regional In-service days at the beginning of the year</p>		

	served to promote a focussed, common approach to each school's PLC work for the year, as well as serving to energize our staff and to provide opportunities for ongoing Regional sharing.
Areas for Development for the region	The development of common collaborative assessments remains a priority
Additional Comments for the region	We will need to determine how best to provide regional support (utilizing technology) for the upcoming year given current COVID restrictions on duty travel and large gatherings.

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 role of the Literacy Coordinator, the relevance of the position to regional and departmental 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 departmental priorities, for the upcoming school year.	<p>The Regional Literacy Coordinator(s) roles will be to continue to mentor and support the in-school instructional/literacy coaches, and administrators, who provide ongoing job-embedded professional development and support to teachers learning and mastering the implementation of evidence-based instructional practices. They will provide intensive training to school coaches in how to instruct and assess reading achievement and how best to coach and support teachers in the classroom.</p> <p>School Principals set high expectations for staff to keep up with current research and to function with flexibility in their diverse environments. The Principals also receive training, from the Regional Literacy Coordinators, so that are aware of what they should be observing in classrooms and what their Coaches should be doing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1.5	0.5	Ran ongoing unsuccessful competition

Regional Literacy Action Plan in place for the school year.	Yes	Yes	
Areas of Strength for the region	Our strong cadre of School Literacy/Instructional Coaches led by Dorie Hansen (½-time District Principal and ½-time Literacy Coordinator) continued to move our Division forward even while not at full-strength		
Areas for Development for the region	Orientation and training for new Coordinator and Coaches will be a priority, in order to bring them to speed and maintain impressive strategies and results.		
Additional Comments for the region	We hired a full-time Literacy Coordinator for August 2020-start and Ms. Hansen has agreed to remain on strength during the transition/training period.		

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The SSDEC recognizes that nutrition plays an integral role in supporting student learning. On a routine basis our schools offer a combination of programs (see individual school details below) that offer sugar-free, unprocessed food most of the time. Schools also offer one-off/special activities where this may not always be the case, like hot dog days and other celebratory activities. It also depends on the availability of food in the community that meet these criteria.</p> <p>Snack programs tend to be universal (available to all students), while breakfast and lunch programs are smaller in nature (open to all but offered before school and during lunch break so there is less participation).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, if applicable.	n/a	n/a	
Areas of Strength for the region	All schools had at a minimum a daily universal snack program, while most schools offered smaller scale breakfast, lunch and/or on-demand snacks as well. During school closures schools partnered with outside organizations to maintain food security.		
Areas for Development for the region	The SSDEC is in process of drafting a Healthy Eating Policy for the region's schools.		
Additional Comments for the region	Schools have indicated in their reopening plans the processes they plan to follow given COVID restrictions. The type, frequency and delivery of these programs will all need to be adjusted in the fall.		

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	CSEC	Breakfast Snack	Breakfast Snack	Weekly breakfast boxes for all 22 families March 23-June 22
	DJSS	Breakfast Snack Lunch Care Package Open Cupboard After School	Breakfast Snack Lunch Care Package Open Cupboard After School	Open Cupboard & After School programs were expanded after COVID closure
	DN	Breakfast Snack	Breakfast Snack	
	HC	Breakfast Snack Lunch	Breakfast/Lunch on demand/need	
	JBT	Snack	Snack	Each student received a \$50 grocery gift card for April, May & June
	LKDS	Breakfast Snack	Breakfast Snack	After school closure, bi-weekly hampers sent home
	PA	Breakfast Snack Lunch	Breakfast/Lunch on demand/need	
	PWK	Breakfast Lunch Snack/Open Cupboard	Breakfast Lunch Snack/Open Cupboard	Each family was mailed either a \$50 or \$75 grocery gift card (depending on the number of students in the family), for the months of April, May & June – reaching 120 families
Total number of days and months program is offered in each school.	CSEC	Daily (all year)	Programs only ran from Sep-Apr due to COVID-19 school closures. Remaining/additional funds were used as indicated in the section above.	
	DJSS	Breakfast - daily Snack - daily Lunch – 3/week Care Package – as required Open Cupboard - daily After School – 3/week		
	DN	Daily (all year)		

	HC	Daily (all year)		
	JBT	Daily (8/10 months)		
	LKDS	Daily (all year)		
	PA	Daily (all year)		
	PWK	Daily (all year)		
Approximate Total Number of children and youth served each day.	CSEC	Breakfast – 45 Snack - 45	Breakfast – 40 Snack - 40	Enrolment change
	DJSS	Breakfast - 35 Snack - 60 Lunch - 50 Care Package - 2/3 Open Cupboard - 5 After School - 5	Breakfast - 35 Snack - 60 Lunch - 50 Care Package -2/3 Open Cupboard - 10 After School - 25	
	DN	Breakfast – 15 Snack - 70	Breakfast – 15 Snack - 70	
	HC	Breakfast – 10 Snack – 160 Lunch - 20	Snack – 152	Enrolment change
	JBT	Snack - 270	Snack - 270	
	LKDS	Breakfast – 25 Snack - 45	Breakfast – 30 Snack - 45	
	PA	Breakfast – 10 Snack – 160 Lunch - 20	Snack – 159	Enrolment change
	PWK	Breakfast – 60 Lunch – 20 Snack - 40	Breakfast – 40 Lunch – 30 Snack - 150	
Criteria for participation per school. (Low income, fee, etc.)	CSEC	Open to all students	Open to all students	
	DJSS	Donations accepted	Open to all students Donations accepted	
	DN	Open to all students	Open to all students	
	HC	Breakfast (on demand) Lunch (on demand)	Breakfast (on demand) Lunch (on demand)	

	JBT	Open to all students	Open to all students	
	LKDS	Open to all students	Open to all students	
	PA	Breakfast (on demand) Lunch (on demand)	Breakfast (on demand) Lunch (on demand)	
	PWK	Hot Lunch \$2	Hot Lunch \$2	

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 table details 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, 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.
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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%	100%	
% of support staff from across the region that participate in SSI PD activities.	100%	100%	
Areas of Strength	All schools had SSI proposals that included improving Literacy results. Very strong, focussed, alignment of goals at all levels		
Areas for Development	The SSDEC's Leadership for Literacy initiative focussed on literacy and numeracy is aligned with the Council's targets and remain the priority, and the SSI initiative is aligned accordingly.		
Additional Comments			

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 the Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	Working sessions/reviews are incorporated in scheduled principal's meetings. We submitted our Emergency Response Plans to Ray Hughes for feedback in preparation for formal submission to ECE next year		
Areas for Development for the region	Orientation needed for new Assistant Superintendent and Principals to come to speed with the reporting and review requirements.		
Additional Comments for the region			

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 table details 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). The majority of schools integrate this programming into Health and CALM classes.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	1	1	
Number of schools offering LEADS to grade 4-6 students.	0	0	
Number of schools offering the Fourth R to grade 7-9 students.	7	7	
Number of schools offering HRPP to grade 10/11 students.	4	4	
Areas of Strength for the region	All schools delivered a minimum of 15 lessons/10 hours of Social Responsibility programming to our students. Most exceeded this amount.		
Areas for Development for the region	We are currently investigating our tracking focus from lessons delivered to impact on student behaviour, hoping to move from a focus on inputs to a focus on outcomes.		
Additional Comments for the region	As shown below, some schools added additional programming during the year.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.	CSEC	MindUp: JK-12 Zones of Regulation: JK-12 4 th R: 7-12		
	DJSS	4 th 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 4 th R: 7-9 HRPP: 10-12		
	HC	WITS: JK-3 We Thinkers: JK-K Zones of Regulation: 1-3		
	JBT	Second Step: JK-6		
	LKDS	We Thinkers: JK-2 Second Step: JK-5 Think Social: 3-6 4 th R: 7-9 HRPP: 10-12	+ Zones of Regulation	
	PA	LEADS: 4-6 Second Step: 4-6 Zones of Regulation: 4-6 4 th R: 7		
	PWK	4 th R: 7-9 HRPP: 10-12		

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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction	Type of SL Instruction (core, immersion, intensive)	Grades of SL Instruction	Frequency of SL Instruction (min/week)	Actual Frequency of SL Instruction (min/week)	Explanation for difference (if applicable)
CSEC	South Slavey	Core	JK-12	180	180	
DJSS	South Slavey	Core	8-12	Jr: 336 Sr: 398	Jr: 336 Sr: 398	
	French	Post-Intensive	8-10	Jr: 336 Sr: 398	Jr: 336 Sr: 398	
DN	Chipewyan	Core	JK-12	JK/K: 100 1-9: 150 10-12: 300	JK/K: 100 1-9: 150 10-12: 300	
HC	South Slavey	Core	JK-3	150	120	Personnel availability
	French	Core	K-3	120	120	
JBT	Chipewyan	Core	K-6	150	150	
	Cree	Core	K-6	150	150	
	French	Core	K-6	150	150	
	French	Immersion	1-6	1125	1125	
LKDS	Chipewyan	Core	JK-12	225	225	
PA	South Slavey	Core	4-7	120	120	
	French	Core	4-5	90	90	
	French	Intensive	6	1440 – Sem. I 390 – Sem. II	1440 – Sem. I 390 – Sem. II	
	French	Post-Intensive	7	225	225	
PWK	Chipewyan	Core	7-12	200	200	
	Cree	Core	7-12	200	200	
	French	Core	7-12	200	200	
	French	Immersion	7-9	700	700	

* One row per Language/per school – add as necessary

(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)

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.

Regional Inclusive Schooling Coordinators

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

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

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

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)
CSEC	1.00	1.00		1.00	
DJSS	1.74	2.00	0.26 from general staffing added	2.00	
DN	1.00	1.30	0.30 funding added to SA support	1.30	
HC	1.27	1.00	0.27 funding added to SA support	1.00	
JBT	2.22	2.00	0.22 funding added to SA support, and Math Intervention teacher	2.00	
LKDS	1.00	1.00		1.00	
PA	1.37	1.00	0.37 funding added to SA support	1.00	
PWK	2.08	2.00	0.08 funding added to SA support	2.00	
TOTAL	11.68	11.30	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	11.30	

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Kát'odeeche	0.25	0.00	K'atlodeeche First Nation funds a full time student counsellor	1.0	SCC funded by KFN
Hay River - HCS	0.25	0.00			
Hay River - PA		0.00			
Hay River - DJSS		0.00	0.08 transferred to SA		
Fort Resolution	0.25	0.00			
Fort Smith - JBT	0.25	0.00			
Fort Smith - PWK		0.00	Combined with Healing/Counselling funds to hire a full time (1.0) student counsellor (social worker)		
Łutselk'e	0.25	0.00			
TOTAL	1.25	0.00	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	1.0	

* Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.

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.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Kátł'odeeche	0.54	1.60		1.6	Additional student needs / JP funding
Hay River - HCS	8.11	2.50		5.6	Additional student needs / JP funding
Hay River - PA		3.20		6.4	Additional student needs / JP funding
Hay River - DJSS		3.40		5.6	Additional student needs / JP funding
Fort Resolution	1.32	1.30		4.8	Additional student needs / JP funding
Fort Smith - JBT	7.98	4.00		8.8	Additional student needs / JP funding
Fort Smith - PWK		4.70		4.8	
Łutselk'e	0.94	2.15		2.4	Additional student needs / JP funding
TOTAL	18.88	24.05	<p>Student needs are greater than funding allocated to each school.</p> <p>Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.</p> <p>Note also that most SA's are hired as part-time 0.8 (6 hrs/day or less) enabling more support positions in the classrooms during the instructional day</p>	40.0	Additional student needs / JP funding

Magnet Facilities

Trail Cross Treatment Centre (Shift) in Fort Smith provide services to students with very challenging needs. This facility is deemed a ‘magnet facility’ 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	1.8	1.0		1.0	
Support Assistants		0.8	0.8 SA ≈ 0.5 Teacher	0.8	
TOTAL	1.8	1.8	Remaining 0.3 Teacher funding allocated to main campus as students at Trail Cross transition to regular classes as part of their educational plans	1.8	

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$10,000	\$9,721	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	\$9,721	

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)
\$115,607	\$110,752	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	\$110,752	

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

Type of Training	Audience Intended)	Planned Topic(s)	Planned Date & Location	Was the training held as planned?	If No, why not?
Annual In-service	SA's	SA Handbook, Growth Planning	Aug 27-28 Hay River	Yes	
Small group, community, or school-level in-services	PST's, SA's, Teachers	NVCI	Upon request	Yes	
		Behaviour Management		Yes	
		Self-Regulation		Yes	
		Reading Interventions		Yes	
		SCERTS			Not Requested
		Understanding by Design			Not Requested
		Assistive Technology			Not Requested

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

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>The Regional in-service at the beginning of the year reviews and celebrates our initiatives and has targets set for the upcoming school year. In-servicing and job-embedded PD is available throughout the school year in particular to PSTs and SAs, and at times parents. The RISC and the PSTs are continuing to develop a 5-year work plan for our Region’s priorities and training requirements.</p>
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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%	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	Low turnover of PSTs and SAs over the last 3 years		
Areas for Development for the region	Increase of SAs in the region due to Jordan’s Principle funding will require additional training to meet the needs of the students they are working with and in understanding their roles and responsibilities		
Additional Comments/Requests for Support for the region	Any SA training or certification being offered by ECE or College would be beneficial		

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Merril Dean	Educational Psychology	Assessments and consults for students with academic and behaviour issues	All Schools in the region (8)	2019-2020 school year	\$27,669.55
Lori Twissel	Family Support and Counselling	Working as a liaison between schools and families to access further services in and out of school for families of students with complex needs	CSEC, DN, DJSS, HC, PA, PWK	2019-March 2020	Funded by ECE
** We also had funding from Jordan's Principle to offset some of the cost of Educational Psychology costs.					

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 (\$)
\$103,921	\$18,269	Classroom audio systems	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.
	\$3,100	ipads, tablets, ipod touches, on recommendation of the Ed Psych	
	\$1,700	2 laptops	
	\$2,813	FM system	
	\$402	Talking calculators	
	\$4,990	reMarkables tablet bundles	

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.

Community	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
Kátł'odeeche	\$13,156	\$0		\$0	
Hay River – HCS	\$43,323	\$0		\$0	
Hay River – PA		\$0		\$0	
Hay River - DJSS		\$0		\$0	
Fort Resolution	\$17,649	\$0		\$0	
Fort Smith - JBT	\$44,418	\$0		\$0	
Fort Smith - PWK		\$101,800	Combined with Wellness PY funds to hire a student counsellor (social worker)	\$210,100	Additional Community Wellness Worker hired through JP funding
Łutselk'e	\$17,038	\$0		\$0	
TOTAL	\$146,884	\$101,800	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	\$210,100	Additional Community Wellness Worker hired through JP funding

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 table details 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 Board 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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	6	6	
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 every 2 months	1 every 2 months	Since Covid-19, this has increased to one or two times a month
Number of times per year that the RISC meet with the PSTs in person	3	2	Covid-19

Areas of Strength for the region	Low turn over of PSTs. Development of a five year IS work-plan for PSTs
Areas for Development for the region	If and when the IEP renewal is implemented fully, ECE support may be required especially with reporting
Additional Comments for the region	Awaiting the updates to Tienet and implementation of behaviour tracking and other tracking (CLEVR)

Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Principals ensure the staffing and supervision of a Program Support Teacher and an Instructional/Literacy Coach in their schools. Principals also conduct regular classroom walk-throughs in order to reinforce and celebrate teacher use of evidence-based instructional practices, namely small group, differentiated guided instruction/reading that have been required of them and supported by the Coach and the PST through the year. Principals also sit on and/or chair SBST meetings. Most Principals delegate the scheduling, meeting and conducting of class reviews to PST’s.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	
% of classroom teachers who will meet with the PST at least once a month.	100%	100%	
% of support assistants who will meet with PST at least once a month.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities.	100%	100%	
Areas of Strength for the region	Our Region has implemented structures to ensure regular scheduled time for teachers and SA’s to meet with each other during the school day (STIP and/or preps)		
Areas for Development for the region	Given a significant increase in the number of JP funded SA positions, the demands on school PST’s for training/support will only increase		

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 table details 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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
Areas of Strength for the region	All schools have implemented protocols that allow for teachers to easily and readily access support through their SBST’s		
Areas for Development for the region	Not all communities have the same level of expertise and local access to specialist services.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	CSEC	2/Week (45 min.)	Achieved	
	DJSS	Weekly (30-45 min.)	Achieved	
	DN	Weekly (60 min.)	Achieved	
	HC	Weekly (30 min.)	Achieved	
	JBT	2/Month (30 min.)	Weekly (30 min)	Student need/demand
	LKDS	Weekly (30 min.)	Achieved	
	PA	Weekly (30 min.)	Achieved	
	PWK	Weekly (30 min.)	Achieved	

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for students requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for students requiring them in consultation with parents.	100%	100%	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	
% of students participating in developing their own IEP, when required and appropriate.	100%	100%	
Areas of Strength for the region	We have processes in place, along with specific timelines that ensures student support needs are addressed and reviewed in a timely manner		
Areas for Development for the region	We are currently piloting the new IEP document at one of our schools (2 students)		
Additional Comments for the region			

PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	At every RISC/PST regional meeting, the topic is discussed and any concerns are addressed. The expectation is discussed during at least one regional Principal meetings each year as well as individually with each principal in the process of developing their staffing plans (January/February) for the coming school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the no more than 25% of their time benchmark directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
Areas of Strength for the region	This is a regular discussion topic at Regional RISC/PST meetings and is reinforced at principal and Principal-PST meetings		
Areas for Development for the region	PSTs are working to identify one or more social-emotional learning targets for the region that are more outcomes oriented.		
Additional Comments for the region	PST time will likely be taxed more in the fall of 2020-21 as students will be returning from a 5 months spring break. We anticipate and increase more student social-emotional and behaviour issues given the COVID new rules for PPE, physical distancing, and reduced movement and singing.		

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.

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 centralized 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	0.50	Remaining 0.50 funding allocated for contracting services (Brent Kaulback)	0.50	0.50 Contract cost – Brent Kaulback

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
Kátł'odeeche	0.75	0.8		0.8	
Hay River - HCS	3.39	1.0		1.0	
Hay River - PA		1.8	1.0 Instructor 0.8 IL Trainee	1.8	The trainee was shared between HC and PA schools
Hay River - DJSS		1.0		1.0	
Fort Resolution	1.06	1.8	1.0 Instructor 0.8 IL Trainee	1.8	
Fort Smith - JBT	3.94	2.8	2.0 Instructor 0.8 IL Trainee	2.0	IL Trainee filled vacant position when existing IL resigned mid-year
Fort Smith - PWK		2.0		2.0	
Łutselk'e	1.00	1.8	1.0 Instructor 0.8 IL Trainee	1.8	
TOTAL	10.14	12.8	2 more Indigenous Language Instructors / Trainees hired with freed up Indigenous Education and Community Support funding (see p 53 & p 75)	12.0	Additional IL Trainees

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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)
Kátł'odeeche	\$27,250	\$26,489		\$11,220	School closure
Hay River - HCS	\$94,500	\$30,621		\$135,207	
Hay River - PA		\$30,621			
Hay River - DJSS		\$30,621			
Fort Resolution	\$35,100	\$34,120		\$43,072	
Fort Smith - JBT	\$76,300	\$37,085		\$87,523	
Fort Smith - PWK		\$37,085			
Łutselk'e	\$31,250	\$30,378		\$56,363	
TOTAL	\$264,400	\$257,020	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 52)	\$333,385	Indigenous education and community supports expenditures coded to same place by DEAs. Spring on-the-land experiences cancelled due to COVID.

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. It is important for 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.

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

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>Council Policy AEA – <i>School Community Education Plans</i> requires that two days be set aside each year in each community for education planning that should include a process of consultation and discussion with the DEA, the staff and students and other school partners. This process may include questionnaires, meetings, open houses, radio shows, written submissions, home visits, class teas, or any other strategies determined by the DEA and the school principal to encourage input and develop public support.</p> <p>Council has a regional target of 90% of families attending at least one parent engagement event each year (3-way parent-teacher-student conference, school assembly, literacy evening, etc., monitored school-by-school and student-by-student).</p> <p>Council also has four 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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference	
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%		
% of schools with Elders in Schools programming	100%	100%		
% of schools hosting community gatherings rooted in local cultures	100%	100%		
Areas of Strength for the region	Schools have determined and followed up on goals related to building school-community relationships. These are self-contained plans, or in some cases included in the Community Education Plan			
Areas for Development for the region	Schools that have not had the ILE handbook workshop with ECE will need to be a priority for 2020-21.			
School Specific Performance	School	School Targets	Achieved Results	Explanation for difference

Indicators				
Type and frequency of involvement of Elders in each school (i.e. part-time/full-time/project or event specific)	CSEC	Part-time (weekly), event specific	Achieved	
	DJSS	Part-time (in Dene Yatie & NST), project/event specific	Achieved	
	DN	Project/event specific	Achieved	
	HC	Project/event specific (weekly)	Achieved	
	JBT	Part-time (2 aft/week), project/event specific	2-3 afternoons/week	Cree language support increased
	LKDS	Part-Time (bi-weekly) & project specific	Achieved	
	PA	Project/event specific (weekly)	Achieved	
	PWK	Project/event specific (monthly)	Achieved	
Type of activities provided through Elders in Schools (description/grades)	CSEC	JK-12: Speaking the language, sharing stories, skills, talents, use of Elders/community members when planning units/lessons	Achieved	Achieved (up to March) Elder's in the school activities suspended in March due to COVID
	DJSS	8-9: drumming, art, language support, LRP field trips 10-12: NST/SST support 8-12: trapping camps, language assessment, ceremonies, assemblies	+ ILE Plan support, CO Day support	
	DN	K-9: Dene Laws K-12: Peacekeeping Circles, Traditional Games, Culture Week, Feeding the Fire Ceremonies 10-12: Traditional skills	Achieved	

	HC	JK-3: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games	Achieved	
	JBT	JK-6: language support, jigging, camp storytellers	Achieved	
	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)	Achieved	
	PA	4-7: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games	Achieved	
	PWK	7-12: camp elders, storytelling, cooking, beading, drumming, crafts, language support, hand games, language assessment	Achieved	
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	CSEC	School Opening, Christmas Feast, Year-end Celebration	No year-end celebration	Achieved (up to March) Spring and Year-End celebrations cancelled due to COVID
	DJSS	Feeding the Fire ceremonies, Elder's Tea, Elder's Feast, Hand Games, Cultural performances	Achieved	
	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	Achieved	
	HC	Assemblies, Dene Games day, cultural days, Christmas celebration, Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)	Achieved	

	JBT	Literacy/Numeracy/Social Responsibility nights, Winter Concert, community BBQ's on portfolio nights, parent info night	Achieved	
	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	Achieved	
	PA	Assemblies, Dene Games day, cultural days, Christmas celebration, Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)	Achieved	
	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	Achieved	

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential Schools Awareness Training.</p>	<p>The SSDEC hosts a two-day regional In-service each year (end of August) in Hay River, inclusive of an orientation session for new teachers as part of our offerings. We actively participate in the Mentor program, where new teachers or teachers new to the north are matched with experienced local teachers.</p> <p>This coming year, the two day inservice will be accompanied by a regional Cultural Orientation day all staff will be involved with ILE handbook review, unit planning (Indigenizing Education), and keynote speakers on the Indigenous perspective/approach.</p> <p>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.</p> <p>The SSDEC also has a <i>Leadership Capacity Building Fund</i> to supplement access to Regional NWTTA PD funding if a teacher is presenting at a conference.</p> <p>The percentage of current South Slave teachers who have received residential schools awareness training is 98%, either through participation in the ECE provided orientation for teachers new to the north, and/or through regional or community-based cultural orientation sessions with the blanket exercise or other similar activities as part of a cultural orientation day.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)	1 Regional Cultural Orientation Day (65%) 1-2 School led Cultural Orientation Day(s) (100%) Regional ILE meetings (4 days)	Achieved	

	(5%)		
% of schools holding Teacher Cultural Orientation Days	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participants	<p>Regional CO Day for 6 of 8 schools featuring Indigenous perspectives on:</p> <ul style="list-style-type: none"> • Becoming a Capable Person • Why Must We Indigenize • Creating a Welcoming Environment • Strengthening Indigenous Language Practice (whole school approach) • Why is my identity important to me (student perspective) <p>Remaining 2 schools will host similar Community-Based CO day</p> <p>100%</p>	Achieved	Remaining 2 schools scheduled for fall 2020
Areas of Strength for the region	<p>Our Regional in-service focused on Indigenizing Education was well received. Staff feedback was positive and the conversations that came from it were beneficial. We are seeing schools become more knowledgeable about 'how' to indigenize education and they are making it a focus for professional development (PD days, STIP, CEP, CO, etc.)</p> <p>Our RILE provided 4 days of in-servicing and sharing with all regional Indigenous Language Instructors and trainees.</p>		
Areas for Development for the region	<p>More specific school support needs to be provided for our ILEs given that they are all in different areas of knowledge and understanding with the OLC. Focus will also be given to trainees and how to move them forward in their learning.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	CSEC	Fishing, local medicine, hand games 100%	Achieved	
	DJSS	Indigenizing Education, ILE handbook review, Local Residential School history, community cultural activities 100%	+ developing/strengthening partnerships with Indigenous Governments	
	DN	Elders – history of area, local residential school, on-the-land activities, local beliefs, basic language 100%	Achieved	
	HC	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing 100%	Achieved	
	JBT	On-the-land (river) activities led by Chipewyan & Cree Elders 100%	Achieved	
	LKDS	Fire ceremony, dry meat making, dry fish making, beading, fish scale art, fishing, community feast	Achieved	

		100%		
	PA	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing	Achieved	
		100%		
	PWK	Local history, local government, on-the-land safety, drum making, traditional food preparation, Dene Kede (Indigenizing Education)	Achieved	
		100%		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	CSEC	5/day	6/day	
	DJSS	3-5/day	Achieved	
	DN	5/day	Achieved	
	HC	5/day	Achieved	
	JBT	4-6/day	Achieved	
	LKDS	3-4/day	Achieved	
	PA	5/day	Achieved	
	PWK	3-5/day	Achieved	

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>The SSDEC has a regional target that At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I’m fine, You?), express a word of appreciation (well done/that’s good), say thank you, and use at least three more phrases of salutation / thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)</p> <p>The regional Cultural Orientation day has a Ted Talk / Plenary planned for this topic (August 29, 2019).</p> <p>Our RILE and Indigenous language instructor team are tasked with helping establish and/or support ILE committees in each school as well as sharing best practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Regionally, our ILE committees have set goals related to the whole school approach to language use. Schools are creative in how they are getting the language into their buildings/classes and are using the local language authentically.		
Areas for Development for the region	Regular follow up of the goals set will be essential in keeping a focus on this area.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	CSEC	ILE in-service Morning & afternoon greetings Common classroom requests Monthly newsletters	Achieved	
	DJSS	Daily announcements Basic classroom requests by all staff Staff meeting use School assemblies Traditional Land acknowledgement	+ Family Literacy Day/Week activities	
	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	Achieved	
	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	Achieved	

	<p>JBT</p>	<p>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</p>	<p>Achieved</p>	
	<p>LKDS</p>	<p>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</p>	<p>Achieved</p>	
	<p>PA</p>	<p>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</p>	<p>Achieved</p>	

		<p>South Slavey Assemblies opened with South Slavey Greetings along with recognition of traditional lands Sharing Circles Dene Laws Awards for Dene Yati</p>		
	<p>PWK</p>	<p>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,</p>	<p>Achieved</p>	

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.

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>The SSDEC’s Elevating the Essentials document, that is reviewed at least two times yearly with each teacher, expects teachers to: “I integrate Indigenous language, culture and perspectives in learning (Aboriginal greetings, Dene Kede, Dene Laws...).</p> <p>Indigenizing Teaching & Learning Practices will continue to be a focus of our Regional In-Service and Cultural Orientation Day at the beginning of the year. Each school has indicated that they have (or will have) an ILE committee to help with this task in their own schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>Regional Cultural Orientation Day (Aug 2019) focussed on Indigenizing Education</p> <p>School Leadership Teams (Admin/Coach) in-serviced on Indigenizing teaching expectations and what to look for during observations</p>	<p>Achieved</p>	
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Regional in-service focussed on indigenizing education and the keynote speaker provided many examples of what it could look like in schools.</p>		
<p>Areas for Development for the region</p>	<p>What are we already doing and how does it (or does it) relate to indigenizing learning practices? Feedback from schools is that they understand what spiral, holistic, experiential, and relational mean, but they want more of the ‘how to’.</p> <p>Support from ECE will be requested as needed in this area.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenizing teaching and learning practices focussed on in each school (spiral, holistic, experiential and relational).	CSEC	Inquiry, Smart Learning, Fisher & Frey	Achieved	
	DJSS	Discipline Literacy, Fisher & Frey	+ Student Visible Learning	
	DN	Inquiry, Smart Learning, Fisher & Frey	+ Balanced Literacy	
	HC	Inquiry, Smart Learning, Balanced Literacy	Achieved	
	JBT	Inquiry, Smart Learning, Balanced Literacy	Achieved	
	LKDS	Inquiry, Balanced Literacy, Discipline Literacy	+ Smart Learning	
	PA	Inquiry, Smart Learning, Balanced Literacy	Achieved	
	PWK	Inquiry, Discipline Literacy, Smart Learning, Fisher & Frey	Achieved	
	SSDEC	Each South Slave teacher is required to become expert, and implement regularly and with fidelity, at least one of the above-listed evidence-based instructional approaches... and in 2019-20 will be required to ensure they 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)	Achieved	

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

<p>Regional plan to Indigenize Content for Curricula and Programming (required 2021)</p>	<p>Dene Kede, the 7 Sacred Teachings, and the Dene Laws are foundational curriculum and programming resources that are expected to be utilized and reinforced in South Slave schools.</p> <p>Indigenizing Education will be a focus of our regional In-Service and Cultural Orientation Days at the beginning of the year. During the Cultural Orientation day in particular, collaborative learning teams will be given time later in the day to develop of a unit of study that honours indigeneity.</p> <p>Each teacher is required to design, deliver and post (on our FirstClass™ bulletin board system) at least one Balanced Literacy, SmartLearning, Disciplinary Literacy, or Inquiry-Based Learning project, and teachers are asked to include a cultural component.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	<p>School leadership team review of Long-Range Plans/Unit Plans</p> <p>60% of teachers include a cultural component in their electronic bulletin board posts</p>	Achieved	
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	

Areas of Strength for the region	School administrators are requiring that Dene Kede be clearly found in long-range plans. Regionally, all staff are required to post/share a unit that includes a cultural component.
Areas for Development for the region	Indigenizing Curriculum in High School (content vs. practice).
Additional Comments for the region	We are finding that indigenizing curricula is easier in the primary/elementary grades. High Schools struggle a bit more because their end goal is diploma exams and their curricula may be less flexible.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively indigenizing content (curricula and programming).	CSEC	100%	100%	
	DJSS	100%	100%	
	DN	100%	100%	
	HC	100%	100%	
	JBT	100%	100%	
	LKDS	100%	100%	
	PA	100%	100%	
	PWK	100%	100%	

Offering Key Cultural Experiences

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

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

<p>Regional approach to offer key cultural experiences</p>	<p>All schools are encouraged to incorporate age-relevant key cultural experiences on a frequent basis, through regular programming in both ILE and non-ILE classes. Schools are also encouraged to build cultural camps right on the school grounds, so that authentic on-the-land experiences can occur almost daily. More significant on-the-land experiences will be offered at every grade level at some point in the year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%	
% of schools with Key Cultural Experiences that include full staff participation.	100%	100%	
Areas of Strength for the region	<p>Regionally, this area is a particular strength for us. Most schools have easy access to a school camp, whether it is on the school grounds or a short drive away.</p> <p>Schools also plan longer on-the-land experiences that reflect and validate their local language and culture.</p>		
Areas for Development for the region	<p>More focus on getting the non-IL classes using on-the-land camps.</p>		
Additional Comments for the region	<p>Note: Due to COVID a number of our Spring Cultural on-the-land activities did not take place.</p> <p>We will also need to revisit protocols for any overnight camps going forward.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	CSEC	JK-12: monthly	Achieved	Spring Key Cultural Activities cancelled due to COVID
	DJSS	8-9: weekly 10-12: seasonally	8-9: weekly 10: weekly (1 semester) 8-12: seasonally	
	DN	JK-10: daily	Achieved	
	HC	JK-3: weekly	Achieved	
	JBT	JK-6: weekly	Achieved	
	LKDS	JK-6: monthly/seasonally 7-12: weekly/seasonally	Achieved	
	PA	4-7: weekly	+ Seasonally	
	PWK	7-12: weekly/seasonally	Achieved	
Type of Key Cultural Experiences provided	CSEC	Sandy Creek Culture Camp (fishing, trapping, snowshoeing etc.), authentic language use, storytelling	Achieved	
	DJSS	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	Achieved	
	DN	Language use, mushing, oratories, traditional games. Drumming, fish camp, sewing, cooking, drumming, elders in the school	Achieved	
	HC	Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land	Achieved	

		skills, On-the-land experiences Weekly culture camp/Elder's visits		
	JBT	Storytelling, snowshoeing, jigging, traditional crafts and food, on-the-land skills	Achieved	
	LKDS	Trips to culture camp (weekly/monthly) Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)	Achieved	
	PA	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	+ Trapping Camp	
	PWK	Drum making, clothes making, drumming, hand games, Dene games, on-the-land: overnight hikes, canoe trips, winter camp, traditional food preparation, Elder visits	Achieved	
% of schools that involve community members, who are not regular members of school staff, in Key Cultural Experiences.	CSEC	100%	100%	
	DJSS	100%	100%	
	DN	100%	100%	
	HC	100%	100%	
	JBT	100%	100%	
	LKDS	100%	100%	

	PA	100%	100%	
	PWK	100%	100%	

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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	<ul style="list-style-type: none"> 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 	All but one achieved	Dictionary project is not yet complete – personnel issues
Number of staff receiving training and support for development of Indigenous language resources.	13 (ILIs and Trainees)	100%	

Areas of Strength for the region	Development of OLC units and resources and sharing on a Regional basis
Areas for Development for the region	More focus on sharing and creating resources with the Indigenous Language Instructors
Additional Comments for the region	

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)
Kátł'odeeche	\$12,028	\$11,994		See Indigenous education spending on Page 53.	See Key Cultural experience above	
Hay River	\$26,912	\$25,808				
Fort Resolution	\$14,675	\$14,265				
Fort Smith	\$27,659	\$26,887				
Łutselk'e	\$14,769	\$14,357				
TOTAL	\$96,042	\$93,311	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 52)			Indigenous education and community support expenditures coded to same place by DEAs. Spring on-the-land experiences cancelled due to COVID.

Appendix B: Operating Plan - Operating Budget

South Slave Divisional Education Council Statement of Revenues and Expenditures Annual Budget

	2019/20 Budget	2018/19 Approved Budget	2018/19 Projected Actual
Revenues			
Government of the NWT			
Regular Contribution	\$23,611,029	\$24,795,017	\$25,410,128
French Language Contribution	\$288,000	\$288,000	\$346,800
Indigenous Language and Education	\$105,000		\$132,000
Other Contributions (includes NDJ)	\$290,000	383,000	\$304,399
Total GNWT	\$24,294,029	\$25,466,017	\$26,193,327
Other GNWT Contributions	\$15,000		
Total GNWT	\$24,309,029	\$25,466,017	\$26,193,327
Federal Government – Jordan’s Principle	\$0	\$0	\$87,800
Federal Government - Other	\$0	\$0	\$0
Council Generated Funds			
Investment Income	\$150,000	\$80,000	\$135,526
Non-GNWT Contributions	70,000		
Other			65,000
Total Council Generated Funds	\$220,000	\$80,000	\$200,526
Total Revenues	\$24,529,029	\$25,546,017	\$26,481,653
Expenditures			
Administration	\$2,307,570	\$2,338,979	\$2,443,393
School Operations	16,053,932	16,308,892	17,516,838
Inclusive Schooling	4,867,067	5,373,155	5,464,831
Indigenous Languages & Education	2,151,411	1,977,705	2,218,262
Total Expenditures	\$25,379,980	\$25,998,731	\$27,643,324
Surplus/(Deficit)	(\$850,951)	(\$452,714)	(\$1,161,671)
Accumulated Surplus/(Deficit)-Opening	\$2,182,659	\$3,344,330	\$3,344,330
Accumulated Surplus/(Deficit)-Closing	\$1,331,708	\$2,891,616	\$2,182,659

**South Slave Divisional Education Council
Details of Expenditures - Consolidated
Annual Budget**

Administration	School Programs	Inclusive Schooling	Aboriginal Languages and Education	Total
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Salaries

Teachers Salaries	\$12,709,417	\$1,833,551	\$1,250,341	\$15,793,309
Instruction Assistants		\$2,248,842	\$306,182	\$2,555,024
Regional Coordinators	\$417,428	\$166,971	\$83,486	\$667,885
Counsellors		\$101,799		\$101,799
Non-Instructional Staff	\$1,380,000	\$1,419,782		\$2,799,782
Board Trustee Honoraria	\$10,000			\$10,000

Employee Benefits

Benefits/Allowances	\$300,000			\$300,000
Leave/Termination Benefits				\$0

Staff Development

		\$125,000		\$125,000
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Acquired Services

Professional/Technical	\$40,000	\$25,000	\$25,000	\$30,000	\$120,000
Postage/Communications	\$30,000				\$30,000
Utilities					\$0
Employee Travel	\$80,000	\$100,000		\$20,000	\$200,000
Student Travel					\$0
Student Transportation (bussing)		\$312,853	\$10,000		\$322,853
Advertising/Printing/Publish.	\$10,000	\$20,000	\$5,000	\$250,000	\$285,000
Maintenance/Repair	\$20,000				\$20,000
Rentals/Leases	\$180,201	\$15,000	\$10,000	\$15,000	\$220,201
Other					\$0
Contracted Services	\$25,000	\$150,000	\$85,000	\$35,000	\$295,000

Materials/Supplies/Freight

Assistive Technology			\$113,000		\$113,000
Materials	\$230,369	\$864,452	\$140,904	\$158,402	\$1,394,127
Freight	\$2,000	\$20,000	\$2,000	\$3,000	\$27,000

Total	\$2,307,570	\$16,053,932	\$4,867,067	\$2,151,411	\$25,379,980
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**South Slave Divisional Education Council
Details of Inclusive Schooling Expenditures
Annual Budget**

	General	Magnet Facilities	Total
<u>Salaries</u>			
Regional Coordinator	\$166,971		\$166,971
Program Support Teachers	\$1,706,846	\$126,705	\$1,833,551
Support Assistants	\$2,177,070	\$71,772	\$2,248,842
Counsellors	\$101,799		\$101,799
<u>Employee Benefits</u>			
Benefits/Allowances			\$0
<u>Staff Development</u>			
	\$125,000		\$125,000
<u>Purchased/Contracted Services</u>			
Professional/Technical	\$25,000		\$25,000
Travel			\$0
Student Transportation (bussing)	\$10,000		\$10,000
Other Contracted Services	\$100,000		\$100,000
<u>Materials/Supplies/Freight</u>			
Assistive Technology	\$113,000		\$113,000
Materials	\$140,904		\$140,904
Freight	\$2,000		\$2,000
Total	\$4,668,590	\$198,477	\$4,867,067

**South Slave Divisional Education Council
Details of Indigenous Languages and Education Expenditures
Annual Budget**

Indigenous Education	Teaching and Learning Centres	Community Support	Total
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Salaries/Honoraria

Regional Coordinator	\$83,486		\$83,486
Language Instruction	\$1,250,341		\$1,250,341
Classroom Assistants/ALS	\$306,182		\$306,182
Elders in the School		\$15,000	\$15,000

Employee Benefits

Benefits/Allowances			\$0
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Purchased/Contracted Services

Professional/Technical	\$30,000		\$30,000
Travel		\$20,000	\$20,000
Student Transportation (bussing)			\$0
Advertising/Printing/Publishing	\$200,000	\$50,000	\$250,000
Rentals/Leases	\$15,000		\$15,000
Other Contracted Services	\$10,000	\$25,000	\$35,000

Materials/Supplies/Freight

Materials	\$51,924	\$12,815	\$78,663	\$143,402
Freight	\$2,000	\$1,000		\$3,000

Total

\$1,865,543	\$192,301	\$93,663	\$2,151,411
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Regional Coordinator	Indigenous Language Instruction	General	Teaching and Learning Centre	Community Support	Total
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Breakdown

Regional Office	\$83,463		\$66,000	\$108,838	\$258,301
Joseph Burr Tyrrell		\$310,096	\$37,085	\$13,443	\$360,624
Paul William Kaeser		\$238,324	\$37,085	\$13,444	\$288,853
Harry Camsell		\$119,162	\$30,621	\$8,720	\$158,503
Princess Alexandra		\$210,028	\$30,621	\$8,720	\$249,369
Diamond Jenness		\$119,162	\$30,621	\$8,720	\$158,503
Chief Sunrise		\$95,330	\$26,489	\$11,994	\$133,813
Deninu		\$219,864	\$34,120	\$14,265	\$268,249
Lutsel K'e		\$244,557	\$30,378	\$14,357	\$289,292

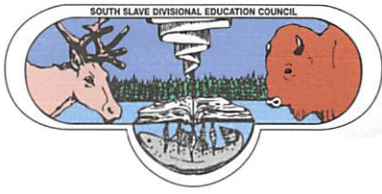
Total

\$83,463	\$1,556,523	\$323,020	\$108,838	\$93,663	\$2,165,507
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**South Slave Divisional Education Council
Schedule of Approved Person Years
Annual Budget**

	<u>PY's</u>
<i>Administration Staff</i>	9.00
<i>Territorial Schools</i>	
Teachers	84.50
Secretaries	6.20
Custodians	9.95
School Community Counsellors	1.00
Consultants	2.50
<i>Inclusive Schooling</i>	
Consultants	1.00
Support Assistants	23.05
Magnet Facilities	1.80
Program Support Teachers	13.80
<i>Aboriginal Languages</i>	
Teachers	8.45
Classroom Assistants/ALS	3.40
Regional Consultant	0.50
<i>Total Person Years</i>	<u>165.15</u>

Appendix C: Annual Report - Audited Financial Statements



Creating Futures

September 21, 2020.

Honourable R.J. Simpson
Minister of Education, Culture & Employment
Government of the Northwest Territories
Box 1320
Yellowknife, NT. X1A2L9

Consolidated Financial Statements – 2019/20

Dear Sir:

Please find enclosed an approved copy of the South Slave Divisional Education Council's Consolidated Financial Statements for the year ended June 30, 2020. Also enclosed is the Council's Management Letter issued by our auditors.

Should you require any additional information or clarification please contact our Board office.

Thank you for your attention to this matter.

Sincerely,

Ann Pischinger
Chairperson

Encl.

- c. Superintendent – South Slave DEC
- Comptroller – South Slave DEC

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL

FORT SMITH, NT.

**CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020**

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**Management Discussion and Analysis
For the year ended June 30, 2020**

Introduction

This management discussion and analysis is prepared as part of the responsibility of management and the *South Slave Divisional Education Council* (SSDEC) to promote transparency and accountability in its financial reporting.

The SSDEC was established in 1991 with a mandate to provide a quality pre-kindergarten (4 yr olds) to grade twelve education to approximately 1,200 students in the communities of Hay River, Fort Smith, K'atlodeeche, Fort Resolution and Lutsel K'e. The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The 2019/20 representatives were as follows:

- Fort Smith – Ann Pischinger (Chairperson)
- Fort Resolution – Bess Ann McKay (Vice-Chairperson)
- Hay River – Pennie Pokiak
- K'atlodeeche – Julia Fabian
- Lutsel K'e – Thomas Lafferty

Key senior management positions were as follows:

- Superintendent – Dr. Curtis Brown
- Division Principals – Alan Karasiuk/Dorie Hanson
- Comptroller – James Watts, CPA

The SSDEC and its DEAs are committed to a philosophy of education which is built upon a foundation of enabling communities, DEAs, schools, staff members, and parents to help students reach their potential. Student achievement is at the heart of everyone's work at the SSDEC and is the common thread connecting the Council's vision, mission, beliefs and values.

VISION	All individuals reach their educational potential
MISSION	<i>The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.</i>

The SSDEC is committed to improving student *literacy, numeracy* and *social responsibility* as the key priorities for student success in school and in life.

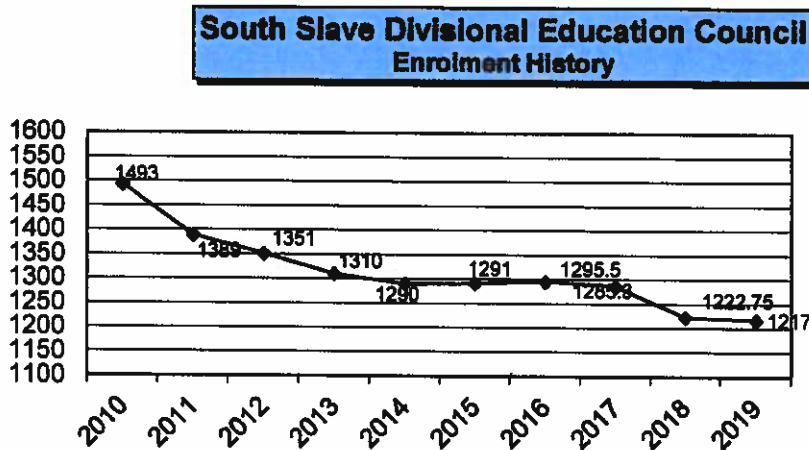
Operating Environment

The SSDEC receives the financial resources for the entire division on an annual basis, largely through a funding formula established by the *GNWT Department of Education, Culture and Employment (ECE)*. Unfortunately, there are a number of unfunded and underfunded areas in the formula. For example:

- school boards are funded based on prior year teacher salaries yet collective agreement provisions provide annual salary increments to staff which school boards must pay. ECE also underfunds school boards for salaries of long term UNW, Excluded, and Managers
- ECE confirms that they are underfunding school boards more than \$1 million per year for the hiring of casuals resulting from staff leave provisions in the collective agreements
- some of the funding formula line items are not indexed to keep up with inflation and have not increased in over 15 years

Per student ECE allocations for inclusive schooling has decreased over the past several years as well.

Shrinking enrolment has also brought significant challenges over the last several years. South Slave student enrolment is now almost two thirds what it was fifteen years ago (approx. 1200 now vs. over 1800 previously).



Fewer students means less funding and less flexibility for the Council to allocate the resources necessary to continue to fund its priorities and a diversity of program offerings. We seem to have plateaued at around 1200-1300 students for the last few years. Whether this stability continues into the future is an uncertainty that we deal with by allowing schools to maintain staffing surpluses. These surpluses allow schools to smooth out any potential wrinkles caused by sudden drops in enrolment and make for an easier transition to having fewer students going forward.

Finalization of the GNWT's policy on surpluses provides clarity on what Education Bodies are allowed to retain. The policy encourages and allows a surplus of up to 7% of the last audited figure for overall revenue. This is inclusive of any school and DEA surpluses. The results from the 2019/20 financial audit, inclusive of the revised GNWT actuarial calculations, leave the

SSDEC above the maximum allowable surplus. The planned deficit for 2020/21 will address that overage.

The SSDEC continues to address the funding challenges by annually reviewing and applying their budget assumptions and priorities:

1. Approve a regional budget each year that prioritizes funding for the Council priorities.
2. Approve a budget each year that maintains an accumulated fund balance of at least \$500,000 after taking into account school staffing surpluses.
3. Ensure fair and equitable distribution of funds to schools and DEAs and minimize conflict between Council reps/DEAs.
4. Provide for significant community-based priority setting and related budgeting.
5. Provide transparency in budget process and allocations, and
6. Consider expenditures against a Council surplus over \$500,000, after taking into account school staffing surpluses, each year.

Each year the SSDEC determines the key priorities as well as the unfunded and underfunded areas that simply can't be overlooked, and budgets for those costs first. Upon notification of resulting allocations, staffing plans are developed by school principals for approval of their respective DEAs and the superintendent (prior to March 15th) so that the majority of teacher staffing for the next year can occur while quality applicants are still available. The SSDEC and schools have also been very successful in identifying, applying for and obtaining third party funding in order to supplement program offerings.

Another challenge for the Council is the low levels of readiness of many young children entering the school system, poor attendance by many students, and disengaged parents, probably related to the intergenerational effects of residential schooling. These varying levels and engagement can make it difficult to catch up and retain these students so that they progress and reach their potential. The recent disruption to schooling resulting from the COVID-19 pandemic has exacerbated the equity of access and engagement issues.

In an effort to improve the life chances of more and more children, since 2007 the SSDEC has focused on a few key priorities, with carefully chosen research based strategies, and a long term and relentless commitment to results:

To improve student success in <i>literacy</i>	To increase the percentage of students meeting or exceeding expectations for literacy proficiency
To improve student success in <i>numeracy</i>	To increase the percentage of students meeting or exceeding expectations for numeracy proficiency
To increase understanding and practice of <i>socially responsible behaviour</i> by all members of the school community	To increase the percentage of trustees, staff and students demonstrating responsible behaviour

Accordingly, Council has remained committed to funding the *Leadership for Literacy* initiative that places and trains experienced teachers in instructional coach roles in their respective schools. These coaches provide training and in-classroom support to other teachers and support staff so that more students will achieve success in literacy and math, the essential skills required for success in school and in life.

In *Literacy* we saw a growth in the percentage of students reading at or above acceptable levels (from 64% to 67%). Each school continued to maintain a full-time Literacy Coach who in turn is supported by our Regional Literacy Coordinator. Our *Numeracy* project also has each school with an identified Math Lead who worked closely with our Regional Coordinator. Overall, the number of students meeting an acceptable standard in math also increased from 70-73% from the previous year. In the area of *Social Responsibility*, the targets for 2019-20 (student attendance, parent participation, and social-emotional learning) were not able to be assessed effectively given the school closures in the spring.

Much has been accomplished as evidenced by improving student achievement results over the past several years. Further indicative of the SSDEC's success are the various awards received including the three *Ministerial Literacy Awards* for the *SSDEC Literacy Project*, the *Premier's Award of Excellence* for the *Trades Awareness Program* partnership, and the *Premier's Award for Collaboration* for the *South Slave Healthy Communities Partnership*.

Further, the SSDEC's *Leadership for Literacy* initiative has been recognized nationally as well, being awarded *Indspire's (aka National Aboriginal Achievement Awards) Indigenous Education Organization Award* in 2016, the *Canadian Education Association (CEA) and Reader's Digest Canadian Innovators in Education Award* 2015, and runner up for the CEA's "*Innovation that Sticks*" *Award and Case Study Program*. This is on the heels of the SSDEC becoming the first school board in Canada to win Gold in the education category of the *Public Sector Leadership Awards*, as selected by the *Institute of Public Administration of Canada (IPAC)* and *Deloitte* in 2014.

South Slave staff and students are excelling and benefitting accordingly as well. Aside from the recognition of the Council and the impressive recipients of the *SSDEC Excellence in Education Awards*, five of the South Slave school principals have now been selected to the exclusive *National Academy of Canada's Outstanding Principals (The Learning Partnership)*, and the SSDEC Superintendent was the first northern recipient of the *Canadian Superintendent of the Year* award (*Canadian Association of School System Administrators (CASSA) & American Association of School Administrators (AASA)*). Two of the five SSDEC trustees received the *Queen's Diamond Jubilee* medals for exemplary service to their communities. The South Slave DEC also has 12 inductees into the *NWT Education Hall of Fame*.

Three of the South Slave's educators have also received *Indspire Indigenous Educator Awards* and another Indigenous teacher received the *Prime Minister's Award for Teaching Excellence*. These awards are examples of how effective literacy efforts are being encouraged and supported in our Indigenous language programs in Cree, Slavey and Chipewyan; in addition to English and French. The SSDEC recently had an Indigenous Language educator receive the *Premier's Award of Excellence* while another received the *NWTTA Indigenous Educator Award*.

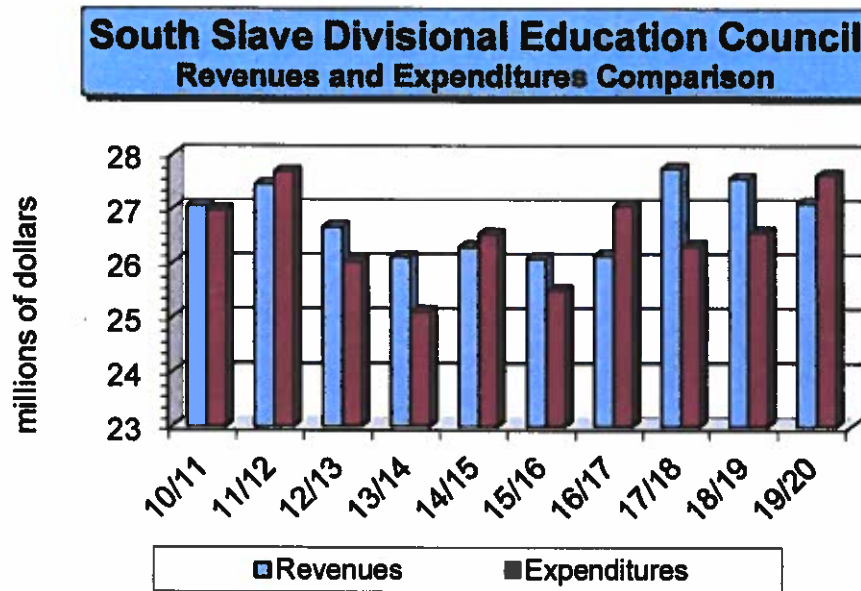
There has also been an increase in staff use of long-term leave requests due to mental health issues. As we are unsure when staff will be able to return to their classrooms, we increasingly find ourselves hiring unqualified substitutes for repeated one and two month periods. This is not only disruptive to classroom routine, but compromises the quality of students' education and is costly for the SSDEC.

Teacher turnover, compounded by the shortage of suitable applicants, means there is a need to engage in more formalized transition planning. Specialist positions are continuing to be difficult to fill, in particular; Indigenous Language teachers, French Immersion and senior Math/Science. We were proactive in finding and funding 4 Indigenous Language interns last year.

ECE's *Education Renewal and Innovation* initiative also includes aspects that look to help educate and provide support for mental health and wellness of both staff and students. Recent SSDEC strategies and targets are also intended to improve student attendance, ownership for their learning (inquiry-based, 21st century learning), pride and resiliency as part of its academic and social responsibility priorities.

Financial Condition

The bar chart below provides a historical comparison of revenues and expenditures over the past ten years.



For the year ended June 30, 2020 the Council had an operating deficit of \$434,054 inclusive of DEA surpluses and deficits. This was lower than the projected deficit of \$1,523,443 due to an adjustment to the Council's employee future benefits liability amount 373,002). Other reasons for the lower than expected deficit include, but are not limited to, COVID-19 shutting down schools in mid-March resulting in lower casual wages costs, no duty travel, and general expenditures being lower over those three and a half months.

The accumulated uncommitted fund balance for the Council now sits at \$2,756,047 (see chart below) which is \$852,679 above the Council's maximum fund balance of \$1,903,368 spelled out in policy DFAA – Financial Surplus. The Council's budget for 2020/21 is a deficit budget of \$1,366,653 that, if realized, would bring the Council's accumulated fund balance down to \$1,389,394.

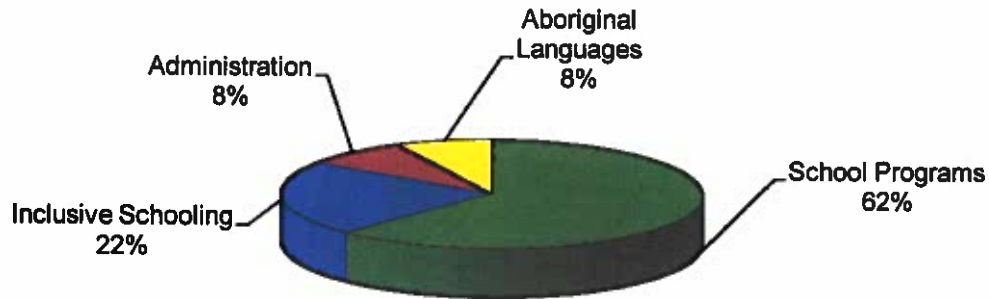
	<u>2020</u>	<u>2019</u>
Accumulated Fund Balance at beginning of year	\$4,342,476	\$3,344,330
Operating Surplus/(Deficit) for year	<u>(434,054)</u>	<u>998,146</u>
Accumulated Fund Balance at end of year	\$3,908,422	\$4,342,476
Commitments against Fund Balance (incl. bus purchase)	<u>(1,152,375)</u>	<u>(896,534)</u>
Uncommitted Fund Balance at end of year	<u>\$2,756,047</u>	<u>\$3,445,942</u>

Currently the Council's liquidity position is good but, given the back-end loading of allocations to school boards by ECE, there is still the concern that funds could be short around the end of March. Given that about 85% (see second chart below) of the SSDEC's expenditures are for staffing payroll and benefits, any unanticipated reductions in allocations from ECE, or unexpected expenditures, would be difficult to adjust for until the following school year.

The chart below breaks down the Council's expenditures according to the functions identified. ECE mandates that 15% of the Council's expenditures be in Inclusive Schooling. Inclusive Schooling made up 22% of the Council's expenditures in 2019/20. Indigenous Languages Education expenditures was also above what was funded by ECE.

During the 2019/20 year the Council was reimbursed a total of \$332,348 for termination costs related to the 2018/19 fiscal year covering 6 retirements/resignations (all NWTTA).

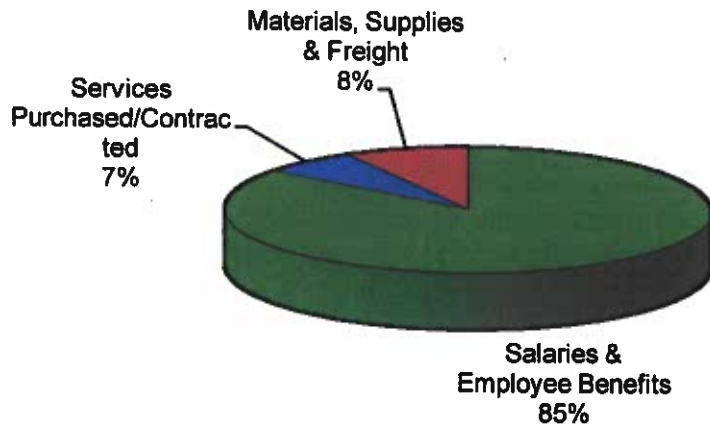
**South Slave Divisional Education Council
Expenditures by Function
For the Year Ended June 30, 2020**



■ School Programs ■ Inclusive Schooling ■ Administration ■ Aboriginal Languages

The chart below breaks down the Council’s expenditures into three main categories: Salaries and Employee Benefits, Materials/Supplies and Freight and Purchased/Contracted Services.

**South Slave Divisional Education Council
Details of Expenditures
For the Year Ended June 30, 2020**



■ Salaries & Employee Benefits ■ Services Purchased/Contracted ■ Materials, Supplies & Freight

Summary and Outlook

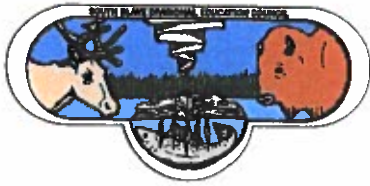
In summary, the SSDEC is currently in a positive financial position although, due to the inclusion of school and DEA surpluses in the calculation, we are currently above the maximum surplus allowed under the new GNWT policy as detailed earlier. Our deficit budget for 2020/21 is planned to address that excess.

It should also be noted that in the last three years our surplus has increased by almost \$1.4 million due to a reduction in the Council's post-employment benefits liability (a number provided by the GNWT in July, after our fiscal year spending is complete, and after our next year budget and staffing has been finalized as well). This reduction is not a result of operations but artificially increases our surplus without adding anything to our cash balances. It is expected that this will be taken into consideration when applying the GNWT's surplus policy to Education Bodies.

COVID-19 will present challenges for the re-opening of schools in September but appropriate plans are being developed and approved by the applicable officials and will be ready for implementation in the Fall. These plans, of course, are based on the current situation and recommendations. An increase in positive tests, or a further outbreak, in the NWT could change plans significantly. We continue to hope for the best while preparing for the worst.

We are also seeing an increase in the number of students entering the system with complex needs and vulnerabilities at the same time our core Inclusive Schooling funding has decreased. Our schools have been proactive in applying for and receiving over \$4 million in additional funding through the Jordan's Principle initiative. It is hoped that initiatives like Jordan's Principle will continue to provide supplemental funding for psychological testing for students and increased supports in the classroom that will help address some of the causes and impacts of mental health issues in students, including attendance and behavioural issues.

Council is concerned that the significant progress that has been made in the South Slave in the past several years could be undone with any further efforts to reduce local input and centralize, combined with any further reductions in allocations, compounded by existing unfunded and underfunded expenses (salary increments, casual costs, etc.) and cost increases (several formula funding lines not indexed to keep up with inflation), resulting in a decrease in the quality and quantity of education programs and services that can be offered.



Creating Futures

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

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

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

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

Approved and confirmed on behalf of the South Slave Divisional Education Council

Dr. Curtis Brown
Superintendent

Jamie Watts CPA, CMA
Comptroller

August 14, 2020



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INDEPENDENT AUDITORS' REPORT

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

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion

We have audited the accompanying consolidated financial statements of South Slave Divisional Education Council which comprise the Consolidated Statement of Financial Position as at June 30, 2020 and the Consolidated Statements of Changes in Net Financial Assets (Debt), Statement of Operations and Statement of Cash Flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the matter described in the Basis for Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the South Slave Divisional Education Council as at June 30, 2020 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

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

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 23 to the financial statements, concerning the worldwide spread of a novel coronavirus known as COVID-19 subsequent to year-end and its effect on the global economy. Our opinion is not modified in respect of this matter.

Other matter

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

INDEPENDENT AUDITORS' REPORT - cont'd.

Other Information

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

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

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

INDEPENDENT AUDITORS' REPORT - cont'd.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the 's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Report on Other Legal and Regulatory Requirements

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

Avery Cooper & Co. Ltd.

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

August 14, 2020

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
as at June 30, 2020**

	<u>2020</u>	<u>2019</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents (Note 4)	\$8,928,547	\$10,588,171
Trust Assets (Note 18)	77,857	77,852
Due from the GNWT (Note 8)	201,344	171,677
Due from the Government of Canada (Note 13)	0	21,218
Other Accounts Receivable (Note 8)	162,916	169,284
	<u> </u>	<u> </u>
Total Financial Assets	<u>\$9,370,665</u>	<u>\$11,028,201</u>
<u>Liabilities</u>		
Bank Indebtedness	\$2,718	\$22,612
Accounts Payable and Accrued Liabilities (Note 10)	25,219	43,067
Trust Liabilities (Note 18)	77,857	77,852
Due to the GNWT (Note 10)	57,554	(13,510)
Payroll Liabilities (Note 10)	2,077,817	2,939,618
Deferred Revenue (Note 11)	833,935	593,587
Post-Employment Benefits (Note 17)	2,650,694	3,023,696
	<u> </u>	<u> </u>
Total Liabilities	<u>\$5,725,794</u>	<u>\$6,686,921</u>
Net Financial Resources	<u>\$3,644,871</u>	<u>\$4,341,279</u>
<u>Non-Financial Assets</u>		
Prepaid Expenses (Note 20)	\$0	\$0
Tangible Capital Assets (Note 19)	262,356	0
	<u> </u>	<u> </u>
Total Non-Financial Resources	<u>\$262,356</u>	<u>\$0</u>
Accumulated Fund Balance	<u>\$3,907,227</u>	<u>\$4,341,279</u>
Represented By:		
Operating Fund Balance	\$2,376,403	\$3,149,054
DEA Fund Balances	\$378,449	\$295,690
Capital Asset Depreciation	\$262,356	\$0
School Staffing Surpluses (Note 35)	\$890,019	\$896,534
	<u> </u>	<u> </u>
Accumulated Fund Balance	<u>\$3,907,227</u>	<u>\$4,341,279</u>

Approved:


Chairperson


Comptroller

See attached notes and schedules.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
For the Year Ended June 30, 2020**

	Unaudited 2020 Budget	2020	2019
Operating Surplus/(Deficit) (Statement III)	(\$926,944)	(\$434,052)	\$998,146
Prior Year Adjustments			<u>(1,197)</u>
Increase/(Decrease) in Net Financial Resources	(\$926,944)	(\$434,052)	\$996,949
Opening Net Financial Resources	<u>4,341,279</u>	<u>4,341,279</u>	<u>3,344,330</u>
Closing Net Financial Resources	<u><u>\$3,414,335</u></u>	<u><u>\$3,907,227</u></u>	<u><u>\$4,341,279</u></u>

See attached notes and schedules.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended June 30, 2020**

	(Note 25) (unaudited) <u>2020 Budget</u>	<u>2020 Actual</u>	<u>2019 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
ECE Regular Contributions	\$23,611,029	\$24,117,729	\$25,510,429
Other ECE Contributions	683,000	664,455	822,725
Total ECE Contributions	<u>\$24,294,029</u>	<u>\$24,782,184</u>	<u>\$26,333,153</u>
Other GNWT Contributions	\$15,000	\$267,846	\$199,174
Total GNWT Contributions	<u>\$24,309,029</u>	<u>\$25,050,030</u>	<u>\$26,532,328</u>
Other Education Bodies	\$0	\$0	\$0
Government of Canada			
Jordan's Principle	\$0	\$1,277,028	\$409,384
Other Government of Canada	0	1,000	0
Total Government of Canada	<u>\$0</u>	<u>\$1,278,028</u>	<u>\$409,384</u>
Generated Funds			
Investment Income	\$150,300	\$143,968	\$167,464
Non-GNWT Contributions	70,000	101,991	81,176
Donations	0	12,265	48,615
Other	85,900	294,062	322,298
Total Generated Funds	<u>\$306,200</u>	<u>\$552,287</u>	<u>\$619,555</u>
Total Revenues	<u>\$24,615,229</u>	<u>\$26,880,345</u>	<u>\$27,561,266</u>
<u>EXPENSES (Schedule 1)</u>			
Administration	\$2,438,441	\$2,302,243	\$2,293,716
School Programs	16,599,565	16,830,283	16,266,063
Inclusive Schooling	4,727,659	6,138,230	5,848,196
Indigenous Language and Education	1,776,508	2,043,640	2,155,145
Total Expenses	<u>\$25,542,173</u>	<u>\$27,314,398</u>	<u>\$26,563,121</u>
OPERATING SURPLUS/(DEFICIT)	<u><u>(\$926,944)</u></u>	<u><u>(\$434,052)</u></u>	<u><u>\$998,146</u></u>
Opening Fund Balance		<u>4,341,279</u>	<u>3,344,330</u>
Closing Fund Balance		<u><u>\$3,907,227</u></u>	<u><u>\$4,341,279</u></u>

See attached notes and schedules.

Statement IV

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF CASH FLOW
For the Year Ended June 30, 2020**

	<u>2020</u>	<u>2019</u>
Cash Provided By (Used In):		
Operating Surplus/(Deficit)	(\$434,052)	\$999,342
Changes in Non-cash Assets and Liabilities		
Decrease (increase) due from Government of Canada	\$21,218	(\$21,218)
Decrease (increase) in accounts receivable	(23,299)	(119,442)
Decrease (increase) in capital assets	(262,356)	-
Increase (decrease) in acc. payroll/emp.deductions	(861,801)	1,950,070
Increase (decrease) in accounts payable	53,216	(83,888)
Increase (decrease) in trust liability	5	(2,178)
Increase (decrease) in deferred revenue	240,348	565,037
Increase (decrease) in post-employment benefits	(373,002)	(\$537,375)
Decrease (increase) in prepaid expenses	<u>0</u>	<u>0</u>
Cash Provided by (Used In) Operating Transactions	<u>(\$1,639,723)</u>	<u>\$2,750,348</u>
Increase/(Decrease) in Cash and Cash Equivalents	<u>(\$1,639,723)</u>	<u>\$2,750,348</u>
Cash and Cash Equivalents at Beginning of Year	\$10,644,607	\$7,896,651
Cash and Cash Equivalents at End of Year *	<u><u>\$9,003,688</u></u>	<u><u>\$10,644,607</u></u>

* Cash and cash equivalents are represented by cash and short-term investments.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

Note 1. Nature of the Organization

The Council was formerly known as the South Slave Divisional Board of Education. With the adoption of the new Education Act, its legal name is now the South Slave Divisional Education Council (Council).

The Council was established under the Education Act of the Government of the Northwest Territories by order of the Minister of Education dated July 1, 1991. Its purpose is to administer and maintain standards of educational programs defined under the Act in the member communities of the South Slave region.

Consequently, the Council is economically dependent upon funding from the Department of Education, Culture and Employment of the GNWT. Member communities have formed local District Education Authorities (DEA) which have assumed the responsibility of providing sufficient educational programs within their respective communities.

Note 2. Significant Accounting Policies

a) Basis of Accounting

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

b) Cash and Cash Equivalents

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

c) Financial Instruments

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

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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

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

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

d) Non-Financial Assets

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

e) Tangible Capital Assets

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

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

f) Revenue Recognition

Government Transfers:

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

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

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

GNWT – Regular Contributions:

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

Other Contributions:

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

Deferred Revenue:

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

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

Investment income:

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

Special Purpose Funds:

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

Student activity funds which are controlled by students or parties other than the Council are not included in these financial statements even if custody of the funds is held by the Council. Examples might include student clubs or associations for which the Council has no on-going responsibility or liability for losses.

g) Budget Data

The *Education Act* of the NWT requires that the Council prepare an annual budget, as outlined in Sections 128 and 129.

The priorities and funding allocations are determined by the Council and the budget is then legally adopted by a motion of the Council in accordance with Section 135(3) of the *Education Act*.

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

The annual budget includes estimates of revenues, expenditures and the net operating surplus/(deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Council.

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

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

h) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Council are treated as expenditures during the year of acquisition and are not being recorded on the statement of financial position.

j) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th of each year which provides for continued payment during the summer. GNWT payroll for NWTTA staff starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31 (usually 26). The pay periods that fall within the month of July therefore have to be accrued.

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

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

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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

Under the terms and conditions of employment, Council employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences

include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave is recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except parental and maternity leave) has been prepared using data provided by the GNWT and assumptions based on management's best estimates.

l) Expenses

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

Note 3. Future Accounting Changes

- a) Student Activity/Fiduciary funds policy under review for possible inclusion in Special Purpose Funds.
- b) Asset Retirement Obligations (PS3280 – April 1, 2021)
- c) Revenue (PS3400 – April 1, 2022)

Note 4. Cash and Cash Equivalents

	<u>2020</u>	<u>2019</u>
Cash	\$8,928,547	\$10,588,171
Trust Assets	77,857	77,852
Bank Indebtedness	<u>(2,718)</u>	<u>(22,612)</u>
Total	<u>\$9,003,686</u>	<u>\$10,643,411</u>

Note 5. Special Purpose Funds

Nothing to report.

Note 6. Restricted Assets

Nothing to report.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2020

Note 7. Portfolio Investments

Security	June 30 balance	Interest for year	March 31 balance	Date Purchased	Term	Maturity	Interest Rate
T-Bill (FR)	\$18,373.89	\$209.88	\$18,124.49	Unknown	n/a	n/a	n/a
GIC (FS)	\$177,276.77	\$1,136.23	\$177,276.77	2020/04/22	1 yr.	2021/04/20	2.7%
GIC (KFN)	\$5877.66	\$2.93	\$5,877.66	2020/06/27	2 mos. 30 days	2020/09/26	0.05%

Note 8. Accounts Receivable

	<u>2020 Net</u>	<u>2019 Net</u>
GNWT – Finance	\$ 39,892	\$ 20,605
GNWT – MACA	0	20,000
Aurora College	0	9,849
Fort Smith DEA	22,114	0
GNWT – HSS	12,337	0
GNWT – ITI	0	30,000
GNWT – ECE	<u>127,950</u>	<u>91,223</u>
Total due from GNWT	\$202,293	\$171,677
Due from Government of Canada	0	21,218
Other	<u>162,916</u>	<u>169,284</u>
Total Receivables	<u>\$365,209</u>	<u>\$362,179</u>

Note 9. Inventories

Not applicable.

Note 10. Accounts Payable and Accrued Liabilities

	<u>2020</u>	<u>2019</u>
Deninu School	\$ 0	\$ 5,000
Diamond Jenness	0	1,703
Joseph Burr Tyrrell	0	1,500
Paul William Kaeser	0	1,425
GNWT – Dept. of Education, Culture & Employment	10,822	0
<u>Payroll Liabilities</u>		
To GNWT (Finance)	\$1,992,240	2,858,909
Government of Canada	0	1,329
Annual/Lieu	85,577	56,235
WSSC	<u>46,732</u>	<u>0</u>
Total Due to GNWT	\$2,135,371	\$2,926,101
Other	<u>25,219</u>	<u>29,478</u>
Total Accounts Payable	<u>\$2,160,590</u>	<u>\$2,955,579</u>

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

Note 11. Deferred Revenue

	<u>2020</u>	<u>2019</u>
Take a Kid Gardening - K'atlodeeche (ITI)	0	3,512
Take a Kid Gardening – Lutsel K'e (ITI)	0	4,750
Library Funding – Deninu (ECE)	0	<u>2,397</u>
Total GNWT	\$ 0	\$ 10,659
Jordan's Principle	<u>833,935</u>	<u>582,928</u>
Total Deferred Revenue	<u>\$ 833,935</u>	<u>\$ 593,587</u>

Note 12. Contribution Repayable

Nothing to report.

Note 13. Due To/From the Government of Canada

Nothing to report.

14. Capital Lease Obligations

Nothing to report.

15. Pensions

Nothing to report.

16. Long-term Debt

Nothing to report

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

17. Post-Employment Benefits, Compensated Absences and Termination Benefits

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

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

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

Valuation result

The actuarial valuation was completed as at March 31, 2020. The effective date of the next actuarial valuation is March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at February 2020 and the results extrapolated the June 30, 2020. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and Removal \$	Compensated Absences \$	2020 \$	2019 \$
Changes in Obligation				
Accrued benefit obligations at beginning of year	\$1,794,133	\$507,680	\$2,301,813	\$2,133,979
Current period benefit cost	\$86,527	\$31,699	\$118,227	\$117,599
Interest accrued	\$55,324	\$16,070	\$71,393	\$77,774
Benefits payments	(\$323,337)	(\$81,722)	(\$405,059)	(\$516,298)
Plan amendments	\$0	\$0	\$0	\$0
Actuarial (gains)/losses	(\$48,958)	\$874	(\$48,083)	\$488,759

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

Accrued benefit obligations at end of year	\$1,563,689	\$474,601	\$2,038,921	\$2,301,813
Surplus/(deficit) at end of year	(\$1,563,689)	(\$474,601)	(\$2,038,921)	(\$2,301,813)
Unamortized net actuarial (gain)/loss	(\$668,678)	\$56,277	(\$612,403)	(\$721,883)
Net future obligation	(\$2,232,367)	(\$418,324)	(\$2,650,694)	(\$3,023,696)
Other employee future benefits	\$0	\$0	\$0	\$0
Other compensated absences	\$0	\$0	\$0	\$0
Total employee future benefits and compensated absences	(\$2,573,289)	(\$450,406)	(\$3,023,696)	(\$3,561,071)
Benefits Expense				
Current period benefit cost	\$86,527	\$31,699	\$118,227	\$117,599
Interest accrued	\$55,324	\$16,070	\$71,393	\$77,774
Plan amendments	\$0	\$0	\$0	\$0
Amortization of actuarial gains	(\$159,436)	(\$1,871)	(\$157,563)	(\$216,450)
Total Expense	(\$17,585)	\$49,640	\$32,057	(\$21,077)

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

	Severance & Removal \$	Compensated Absences \$	Total \$
2021	\$244,467	\$63,578	\$308,045
2022	\$218,438	\$57,746	\$276,184
2023	\$189,095	\$52,675	\$241,770
2024	\$150,129	\$47,609	\$197,738
2025	\$128,637	\$45,829	\$174,466
	\$930,766	\$267,437	\$1,198,203

18. Trust Assets Under Administration

Andrew John Piche Scholarship Fund	2020 \$77,857	2019 \$77,852
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SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

19. Tangible Capital Assets

	Cost	Additions	Deletions	Opening Acc. Amortization	Amortization	Closing Acc. Amortization	2020 NBV	2019 NBV
Equipment								
Buses	\$262,356	\$0	\$0	\$0	\$0	\$0	\$262,356	\$0
Total	\$262,356	\$0	\$0	\$0	\$0	\$0	\$262,356	\$0

20. Prepaid Expenses

Nothing to report.

21. GNWT Assests Provided at no Cost.

	Cost	Acc. Amort.	2020 NBV	2019 NBV
Joseph Burr Tyrrell School	\$9,748,971	\$5,585,803	\$4,163,168	\$4,186,868
Paul William Kaeser School	\$8,070,058	\$5,660,602	\$2,409,456	\$2,657,321
Deninu School	\$5,197,266	\$5,197,266	\$0	\$0
Lutsel K'e Dene School	\$16,791,305	\$2,739,817	\$14,051,488	\$14,619,225
Princess Alexandra School	\$7,762,885	\$5,792,646	\$1,970,239	\$2,161,916
Diamond Jenness School	\$27,714,622	\$7,119,394	\$20,595,228	\$21,467,884
Harry Camsell School	\$6,680,495	\$4,224,096	\$2,456,399	\$2,279,737
Chief Sunrise Education Ctr.	\$2,666,518	\$1,253,123	\$413,395	\$1,269,617
DJSS Trades Building	\$2,423,804	\$587,438	\$1836,367	\$1,896,906
PWK High School Seacan	\$687,229	\$412,338	\$274,892	\$309,253
PWK Welding Shop	\$389,368	\$52,727	\$336,642	\$343,942
	\$88,132,520	\$38,625,250	\$49,507,270	\$51,192,670

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

22. Contractual Obligations

	2021	2022	2023	2024	2025	Total
<u>Equipment</u>						
Xerox WC7845i	\$5,874					\$5,784
Pitney Bowes	\$1,592	\$1,592	\$272			\$3,456
Altalink B8065	\$2,453	\$2,453	\$1,227			\$6,133
<u>Commercial Lease</u>						
Fort Smith Constr.	\$163,615	\$163,615	\$163,615	\$54,538		\$545,384
Total	\$173,534	\$167,660	\$165,114	\$54,538		\$560,847

23. Contingencies

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

24. Related Parties and Inter-Entity Transactions

The Council is related, in terms of common ownership, to all GNWT created departments, agencies and corporations. The Council enters into transactions with these entities in the normal course of business. The Council is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
 NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

Accounts Payable

	<u>2020</u>	<u>2019</u>
Dept. of Finance	\$2,077,817	\$2,858,909
Dept. of Education, Culture and Employment	10,822	0
Deninu School	0	5,000
Diamond Jenness Secondary School	0	1,703
Joseph Burr Tyrrell School	0	1,500
Paul William Kaeser School	0	1,425
WSCC	46,732	0

Accounts Receivable

Fort Smith DEA	\$ 22,114	21,602
Princess Alexandra School	0	156
Joseph Burr Tyrrell School	0	2,249
Dept. of Finance	39,892	20,605
Dept. of ITI	0	30,000
Dept. of Education, Culture and Employment	127,950	91,223
Dept. of MACA	0	20,000
Aurora College	0	9,849
GNWT – HSS	12,337	0

25. Budget Data

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

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Council.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on July 24, 2019 and have not been audited.

26. Economic Dependence

The South Slave Divisional Education Council receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the South Slave Divisional Education Council's operations would be significantly affected.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

27. Financial Instruments

The Council's carrying value of cash, accounts receivable, due from the GNWT, accounts payable and accrued liabilities, due to the GNWT, accrued salaries and the trust liability approximate fair value due to the immediate and short-term maturity of these instruments.

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

It is management's opinion that the Council is not exposed to significant interest rate, currency, market, credit, liquidity or cash flow risks arising from these financial instruments and that there are no significant concentrations of such risk.

28. Expenses by Object

	<u>2020 Budget</u>	<u>2020 Actual</u>	<u>2019 Actual</u>
Compensation	\$22,227,799	\$23,517,276	\$22,721,942
Other	<u>3,152,181</u>	<u>4,107,751</u>	<u>3,841,189</u>
Total	<u>\$25,379,980</u>	<u>\$27,625,027</u>	<u>\$26,563,131</u>

29. Subsequent Events

Nothing to report.

30. Comparative Figures

Nothing to report.

31. ECE Other Contributions

Career Coordinator	\$ 149,648
Northern Distance Learning	29,250
French (FSL) Funding	386,700
Trades Awareness	29,178
Health and Wellness Curriculum	25,970
French Monitor resources	5,000
Self-Regulation resources	1,313
Library Funding	<u>37,397</u>
Total	<u>\$ 664,456</u>

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

32. GNWT Other Contributions

<u>Health & Social Services</u>	
Drop the Pop	\$ 23,351
<u>Energy & Natural Resources</u>	
Take a Kid Trapping	57,235
<u>Municipal & Community Affairs</u>	
Child/Youth Resiliency	27,272
Active After School	114,418
<u>Industry, Tourism & Investment</u>	
Take A Kid Gardening	12,237
<u>Finance</u>	
Tech Intern	<u>33,333</u>
Total	<u>\$267,846</u>

33. Contingent Assets

Nothing to report.

34. Contractual Rights

Nothing to report.

35. Commitments Against Surplus

The Council currently has approved commitments against its surplus of \$1,152,375 consisting of school staffing surpluses (\$890,019) and a capital asset acquisition (\$262,356) as detailed in the Consolidated Balance Sheet and Schedule 27 to the financial statements.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED SCHEDULE OF EXPENSES
For the Year Ended June 30, 2020**

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Fiscal & Transfers	Total
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Salaries

Teachers	\$12,261,108	\$1,991,164	\$0	\$1,074,143	\$0	\$15,326,415
Instruction Assistants	\$229,942	\$3,146,895	\$0	\$396,256	\$0	\$3,773,094
Non-Instructional Staff	\$1,752,935	\$339,386	\$1,510,122	\$84,509	\$0	\$3,686,952
Board/Trustee Honoraria	\$1,725	\$0	\$31,995	\$6,300	\$0	\$40,020

Employee Benefits

Employee Benefits/Allowances	\$226,324	\$108,343	\$18,952	\$34,670	\$0	\$388,289
Leave & Termination Benefits	-\$130,935	\$85,773	\$9,594	\$27,447	\$0	-\$8,120

Services Purchased/Contracted

Professional/Technical Services	\$180,705	\$36,687	\$34,913	\$13,071	\$0	\$265,376
Postage/Communication	\$56,316	\$0	\$53,327	\$0	\$0	\$109,644
Utilities	\$3,468	\$0	\$0	\$0	\$0	\$3,468
Travel	\$130,524	\$158,126	\$61,691	\$57,322	\$0	\$407,663
Student Travel	\$15,113	\$5,841	\$0	\$26,116	\$0	\$47,070
Advertising/Printing/Publishing	\$3,419	\$1,436	\$8,027	\$9,093	\$0	\$21,974
Maintenance/Repair	\$3,132	\$0	\$122,740	\$1,626	\$0	\$127,497
Rentals/Leases	\$48,015	\$5,460	\$185,256	\$3,110	\$0	\$241,842
Contracted Services	\$483,148	\$33,020	\$12,729	\$46,819	\$0	\$575,716

Materials/Supplies/Freight

Materials	\$1,548,573	\$218,628	\$246,338	\$260,398	\$0	\$2,273,937
Freight	\$16,776	\$7,471	\$6,559	\$2,759	\$0	\$33,565

Total

\$16,830,287	\$6,138,230	\$2,302,243	\$2,043,640	\$0	\$27,314,400
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**FORT SMITH DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2020**

	<u>2020</u>	<u>2019</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$135,514	\$78,903
Cash Held in Trust	77,857	77,852
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
Total Financial Assets	<u>\$213,372</u>	<u>\$156,755</u>
<u>Liabilities</u>		
Accounts Payable & Accrued Liabilities	(\$2,003)	(\$3)
Trust Liability	<u>77,857</u>	<u>77,852</u>
Total Liabilities	<u>\$75,854</u>	<u>\$77,849</u>
Net Financial Resources	<u>\$137,517</u>	<u>\$78,906</u>
Fund Balance	<u>\$137,517</u>	<u>\$78,906</u>

**FORT SMITH DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2020**

	<u>2020 Budget (unaudited)</u>	<u>2020 Actual</u>	<u>2019 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
ECE Regular Contributions	\$567,769	\$567,769	\$543,776
Other ECE Contributions	0	471,985	47,699
Total ECE Contributions	<u>\$567,769</u>	<u>\$1,039,754</u>	<u>\$591,475</u>
Other GNWT Contributions	\$0	\$29,275	\$36,000
Total GNWT Contributions	<u>\$567,769</u>	<u>\$1,069,029</u>	<u>\$627,475</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$125,951	\$0
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$125,951</u>	<u>\$0</u>
Generated Funds			
Investment Income	\$300	\$1,136	\$898
Other	47,000	60,936	127,287
Total Generated Funds	<u>\$47,300</u>	<u>\$62,072</u>	<u>\$128,184</u>
Total Revenues	<u>\$615,069</u>	<u>\$1,257,052</u>	<u>\$755,659</u>
<u>EXPENSES (Schedule 4)</u>			
Administration	\$69,000	\$118,653	\$114,205
School Programs	424,431	794,676	486,620
Inclusive Schooling	60,512	197,589	50,497
Indigenous Language and Education	72,379	87,523	134,593
Total Expenses	<u>\$626,322</u>	<u>\$1,198,441</u>	<u>\$785,914</u>
Operating Surplus/(Deficit)	<u>(\$11,253)</u>	<u>\$58,611</u>	<u>(\$30,255)</u>
Fund Balance at beginning of year		78,906	110,359
Prior Period Adjustment		-	(1,198)
Fund Balance at end of year		<u>\$137,517</u>	<u>\$78,906</u>

**FORT SMITH DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2020**

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Fiscal & Transfers	Total
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Salaries

Teachers					\$0
Instruction Assistants	\$102,951				\$102,951
Non-Instructional Staff	\$67,957	\$79,353			\$147,310
Board/Trustee Honoraria					\$0

Employee Benefits

Employee Benefits/Allowances					\$0
Leave & Termination Benefits					\$0

Services Purchased/Contracted

Professional/Technical Services					\$0
Postage/Communication	\$29,709	\$3,301			\$33,010
Utilities					\$0
Travel					\$0
Student Travel					\$0
Advertising/Printing/Publishing					\$0
Maintenance/Repair					\$0
Rentals/Leases	\$10,734	\$1,193			\$11,926
Contracted Services	\$85,697				\$85,697

Materials/Supplies/Freight

Materials	\$668,537	\$26,681	\$34,806	\$87,523	\$817,547
Freight					\$0

Total	\$794,676	\$197,589	\$118,653	\$87,523	\$0	\$1,198,441
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**HAY RIVER DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2020**

	<u>2020</u>	<u>2019</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$30,616	\$663,048
Due from the GNWT	78,000	0
Other Accounts Receivable (net)	0	22,037
	<u> </u>	<u> </u>
Total Financial Assets	<u>\$108,616</u>	<u>\$685,085</u>
<u>Liabilities</u>		
Accounts Payable & Accrued Liabilities	\$3,078	\$6,137
Deferred Revenue	\$0	\$519,837
	<u> </u>	<u> </u>
Total Liabilities	<u>\$3,078</u>	<u>\$525,974</u>
Net Financial Resources	<u>\$105,538</u>	<u>\$159,111</u>
<u>Non-Financial Assets</u>		
Tangible Capital Assets	\$262,356	\$0
Fund Balance	<u>\$367,894</u>	<u>\$159,111</u>

**HAY RIVER DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2020**

	2020 Budget (unaudited)	<u>2020 Actual</u>	<u>2019 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
ECE Regular Contributions	\$679,979	\$679,979	\$645,673
Other ECE Contributions	0	512,756	247,432
Total ECE Contributions	<u>\$679,979</u>	<u>\$1,192,734</u>	<u>\$893,105</u>
Other GNWT Contributions	\$0	\$68,900	\$18,051
Total GNWT Contributions	<u>\$679,979</u>	<u>\$1,261,634</u>	<u>\$911,156</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$210,446	\$208,207
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$210,446</u>	<u>\$208,207</u>
Generated Funds			
Investment Income	\$0	\$608	\$458
Other	38,900	88,268	72,261
Total Generated Funds	<u>\$38,900</u>	<u>\$88,876</u>	<u>\$72,719</u>
Total Revenues	<u>\$718,879</u>	<u>\$1,560,957</u>	<u>\$1,192,082</u>
<u>EXPENSES (Schedule 7)</u>			
Administration	\$119,000	\$118,061	\$121,694
School Programs	504,482	1,098,906	673,716
Inclusive Schooling	42,114	0	269,543
Indigenous Language and Education	118,023	135,207	107,495
Total Expenses	<u>\$783,619</u>	<u>\$1,352,174</u>	<u>\$1,172,448</u>
Operating Surplus/(Deficit)	<u>(\$64,740)</u>	<u>\$208,783</u>	<u>\$19,634</u>
Fund Balance at beginning of year		<u>159,111</u>	<u>139,477</u>
Fund Balance at end of year		<u>\$367,894</u>	<u>\$159,111</u>

HAY RIVER DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2020

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Fiscal & Transfers	Total
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Salaries

Teachers

Instruction Assistants

Non-Instructional Staff

Board/Trustee Honoraria

					\$0
\$229,942			\$23,144		\$253,086
		\$105,471			\$105,471
		\$8,345			\$8,345

Employee Benefits

Employee Benefits/Allowances

Leave & Termination Benefits

					\$0
					\$0

Services Purchased/Contracted

Professional/Technical Services

Postage/Communication

Utilities

Travel

Student Travel

Advertising/Printing/Publishing

Maintenance/Repair

Rentals/Leases

Contracted Services

\$108,680					\$108,680
\$23,877		\$3,154			\$27,032
					\$0
					\$0
\$1,550					\$1,550
					\$0
					\$0
\$35,221					\$35,221
\$216,095					\$216,095

Materials/Supplies/Freight

Materials

Freight

\$477,554		\$1,091	\$112,063		\$590,708
\$5,987					\$5,987

Total

\$1,098,906	\$0	\$118,061	\$135,207	\$0	\$1,352,174
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K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2020

	<u>2020</u>	<u>2019</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$30,333	\$51,938
Other Accounts Receivable (net)	0	4,970
Total Financial Assets	<u>\$30,333</u>	<u>\$56,908</u>
<u>Liabilities</u>		
Accounts Payable & Accrued Liabilities	\$2,411	\$11,317
Deferred Revenue	0	25,547
Total Liabilities	<u>\$2,411</u>	<u>\$36,864</u>
Net Financial Resources	<u>\$27,921</u>	<u>\$20,044</u>
Fund Balance	<u>\$27,921</u>	<u>\$20,044</u>

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2020

	<u>2020 Budget</u> <u>(unaudited)</u>	<u>2020 Actual</u>	<u>2019 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$92,500	\$92,500	\$59,990
Other ECE Contributions	0	20,000	32,814
Total ECE Contributions	<u>\$92,500</u>	<u>\$112,500</u>	<u>\$92,804</u>
Other GNWT Contributions	\$0	\$33,549	\$29,824
Total GNWT Contributions	<u>\$92,500</u>	<u>\$146,049</u>	<u>\$122,627</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$22,034	\$34,768
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$22,034</u>	<u>\$34,768</u>
Generated Funds			
Investment Income	\$0	\$3	\$3
Donations	0	2,500	2,220
Other	0	12,750	15,776
Total Generated Funds	<u>\$0</u>	<u>\$15,253</u>	<u>\$17,999</u>
Total Revenues	<u>\$92,500</u>	<u>\$183,336</u>	<u>\$175,394</u>
<u>EXPENSES (Schedule 10)</u>			
Administration	\$19,350	\$19,418	\$24,582
School Programs	34,150	123,277	120,447
Inclusive Schooling	0	21,543	34,768
Indigenous Language and Education	39,000	11,220	26,180
Total Expenses	<u>\$92,500</u>	<u>\$175,459</u>	<u>\$205,976</u>
Operating Surplus/(Deficit)	<u>\$0</u>	<u>\$7,877</u>	<u>(\$30,852)</u>
Fund Balance at beginning of year		<u>\$20,044</u>	<u>\$50,626</u>
Fund Balance at end of year		<u>\$27,921</u>	<u>\$20,044</u>

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2020

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Fiscal & Transfers	Total
Salaries						
Teachers						\$0
Instruction Assistants		\$21,543		\$150		\$21,693
Non-Instructional Staff	\$22,738					\$22,738
Board/Trustee Honoraria	\$1,725		\$4,050	\$5,550		\$11,325
Employee Benefits						
Employee Benefits/Allowances						\$0
Leave & Termination Benefits						\$0
Services Purchased/Contracted						
Professional/Technical Services						\$0
Postage/Communication			\$3,285			\$3,285
Utilities						\$0
Travel	\$1,034			\$418		\$1,452
Student Travel						\$0
Advertising/Printing/Publishing						\$0
Maintenance/Repair						\$0
Rentals/Leases			\$3,413			\$3,413
Contracted Services	\$8,867		\$7,641			\$16,509
Materials/Supplies/Freight						
Materials	\$88,913		\$761	\$5,103		\$94,776
Freight			\$269			\$269
Total	\$123,277	\$21,543	\$19,418	\$11,220	\$0	\$175,459

**FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2020**

	<u>2020</u>	<u>2019</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$111,876	\$77,138
Due from GNWT	0	0
Other Accounts Receivable (net)	0	0
	<u>0</u>	<u>0</u>
Total Financial Assets	<u>\$111,876</u>	<u>\$77,138</u>
<u>Liabilities</u>		
Payroll Liabilities	\$628	\$4,615
Deferred Revenue	0	28,933
	<u>0</u>	<u>28,933</u>
Total Liabilities	<u>\$628</u>	<u>\$33,548</u>
Net Financial Resources	<u>\$111,247</u>	<u>\$43,590</u>
Fund Balance	<u>\$111,247</u>	<u>\$43,590</u>

FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2020

	<u>2020 Budget</u> <u>(unaudited)</u>	<u>2020 Actual</u>	<u>2019 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$123,019	\$123,019	\$58,636
Other ECE Contributions	0	156,043	49,232
Total ECE Contributions	<u>\$123,019</u>	<u>\$279,062</u>	<u>\$107,868</u>
Other GNWT Contributions	\$0	\$51,696	\$32,686
Total GNWT Contributions	<u>\$123,019</u>	<u>\$330,758</u>	<u>\$140,554</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$105,923	\$71,909
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$105,923</u>	<u>\$71,909</u>
Generated Funds			
Investment Income	\$0	\$210	\$239
Other	0	37,763	26,650
Total Generated Funds	<u>\$0</u>	<u>\$37,973</u>	<u>\$26,889</u>
Total Revenues	<u>\$123,019</u>	<u>\$474,654</u>	<u>\$239,352</u>
<u>EXPENSES (Schedule 13)</u>			
Administration	\$25,290	\$63,246	\$49,214
School Programs	49,344	194,661	198,897
Inclusive Schooling	0	106,019	73,333
Indigenous Language and Education	48,385	43,072	24,981
Total Expenses	<u>\$123,019</u>	<u>\$406,997</u>	<u>\$346,425</u>
Operating Surplus/(Deficit)	<u>\$0</u>	<u>\$67,657</u>	<u>(\$107,074)</u>
Fund Balance at beginning of year		<u>43,590</u>	<u>150,664</u>
Fund Balance at end of year		<u>\$111,247</u>	<u>\$43,590</u>

**FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2020**

Schedule 13

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Fiscal & Transfers	Total
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Salaries

Teachers					\$0
Instruction Assistants	\$81,769				\$81,769
Non-Instructional Staff	\$30,208				\$30,208
Board/Trustee Honoraria		\$11,025			\$11,025

Employee Benefits

Employee Benefits/Allowances					\$0
Leave & Termination Benefits					\$0

Services Purchased/Contracted

Professional/Technical Services	\$25				\$25
Postage/Communication		\$17,074			\$17,074
Utilities	\$3,468				\$3,468
Travel	\$16,025	\$13,600	\$600		\$30,225
Student Travel	\$6,972		\$2,439		\$9,411
Advertising/Printing/Publishing		\$500			\$500
Maintenance/Repair	\$3,132		\$1,626		\$4,757
Rentals/Leases		\$2,963			\$2,963
Contracted Services	\$19,575	\$10,650	\$16,615		\$46,840

Materials/Supplies/Freight

Materials	\$115,217	\$31,684	\$20,198		\$167,099
Freight	\$39		\$1,595		\$1,634

Total

\$194,661	\$106,019	\$63,246	\$43,072	\$0	\$406,997
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LUTSEL K'E DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2020

	<u>2020</u>	<u>2019</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$0	\$0
Other Accounts Receivable (net)	0	24,418
	<u>0</u>	<u>24,418</u>
Total Financial Assets	<u>\$0</u>	<u>\$24,418</u>
<u>Liabilities</u>		
Bank Indebtedness	\$2,718	\$22,612
Deferred Revenue	0	4,750
Accounts Payable & Accrued Liabilities	1,056	3,016
	<u>1,056</u>	<u>3,016</u>
Total Liabilities	<u>\$3,774</u>	<u>\$30,378</u>
Net Financial Resources	<u>(\$3,774)</u>	<u>(\$5,960)</u>
Fund Balance	<u>(\$3,774)</u>	<u>(\$5,960)</u>

LUTSEL K'E DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2020

	<u>2020 Budget</u> <u>(unaudited)</u>	<u>2020 Actual</u>	<u>2019 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$113,322	\$113,322	\$93,153
Other ECE Contributions	0	74,603	750
Total ECE Contributions	<u>\$113,322</u>	<u>\$187,925</u>	<u>\$93,903</u>
Other GNWT Contributions	\$0	\$36,493	\$38,036
Total GNWT Contributions	<u>\$113,322</u>	<u>\$224,418</u>	<u>\$131,939</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$40,588	\$21,221
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$40,588</u>	<u>\$21,221</u>
Generated Funds			
Investment Income	\$0	\$0	\$0
Donations	0	9,765	46,395
Other	0	79,430	5,000
Total Generated Funds	<u>\$0</u>	<u>\$89,195</u>	<u>\$51,395</u>
Total Revenues	<u>\$113,322</u>	<u>\$354,201</u>	<u>\$204,555</u>
<u>EXPENSES (Schedule 16)</u>			
Administration	\$50,600	\$31,126	\$32,877
School Programs	47,722	217,807	121,218
Inclusive Schooling	0	46,719	25,047
Indigenous Language and Education	15,000	56,363	44,833
Total Expenses	<u>\$113,322</u>	<u>\$352,015</u>	<u>\$223,975</u>
Operating Surplus/(Deficit)	<u>\$0</u>	<u>\$2,186</u>	<u>(\$19,420)</u>
Fund Balance at beginning of year		<u>(\$5,960)</u>	<u>13,460</u>
Fund Balance at end of year		<u>(\$3,774)</u>	<u>(\$5,960)</u>

LUTSEL K'E DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2020

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Fiscal & Transfers	Total
Salaries						
Teachers		\$3,700				\$3,700
Instruction Assistants						\$0
Non-Instructional Staff						\$0
Board/Trustee Honoraria			\$5,125			\$5,125
Employee Benefits						
Employee Benefits/Allowances						\$0
Leave & Termination Benefits						\$0
Services Purchased/Contracted						
Professional/Technical Services						\$0
Postage/Communication	\$1,730		\$1,563			\$3,293
Utilities						\$0
Travel	\$1,231		\$66			\$1,297
Student Travel	\$6,590	\$3,262		\$23,677		\$33,529
Advertising/Printing/Publishing	\$3,419					\$3,419
Maintenance/Repair						\$0
Rentals/Leases	\$2,060	\$2,060	\$2,094	\$3,110		\$9,326
Contracted Services	\$20,426		\$3,940	\$10,848		\$35,213
Materials/Supplies/Freight						
Materials	\$171,847	\$35,021	\$12,472	\$18,413		\$237,753
Freight	\$10,503	\$2,675	\$5,865	\$315		\$19,359
Total	\$217,807	\$46,719	\$31,126	\$56,363	\$0	\$352,015

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF FINANCIAL POSITION
as at June 30, 2020**

	<u>2020</u>	<u>2019</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$8,620,209	\$9,717,144
Due from the GNWT	202,293	171,677
Other Accounts Receivable	162,916	166,283
	<u> </u>	<u> </u>
Total Financial Assets	<u>\$8,985,418</u>	<u>\$10,055,104</u>
<u>Liabilities</u>		
Current		
Accounts Payable and Accrued Liabilities	\$20,677	\$46,607
Due to the GNWT	136,503	(10,310)
Payroll Liabilities	2,077,189	2,935,003
Deferred Revenue	833,935	14,520
Post-Employment Benefits	2,650,694	3,023,696
	<u> </u>	<u> </u>
Total Liabilities	<u>\$5,718,998</u>	<u>\$6,009,516</u>
Net Financial Resources	<u>\$3,266,420</u>	<u>\$4,045,588</u>
<u>Non-Financial Assets</u>		
Prepaid Expenses (Note 20)	\$0	\$0
Accumulated Fund Balance	<u>\$3,266,420</u>	<u>\$4,045,588</u>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
For the Year Ended June 30, 2020**

	<u>2020</u>	<u>2019</u>
Annual Surplus/(Deficit) (Schedule 19)	(\$779,168)	\$1,165,843
Prior Year Adjustments	<u>0</u>	<u>0</u>
Increase/(Decrease) in Net Financial Resources	(\$779,168)	\$1,165,843
Opening net Financial Resources	<u>4,045,588</u>	<u>2,879,745</u>
Closing Net Financial Resources	<u><u>\$3,266,420</u></u>	<u><u>\$4,045,588</u></u>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended June 30, 2020**

	2020 Budget (unaudited)	2020 Actual	2019 Actual
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$23,611,029	\$24,117,729	\$25,485,428
Other ECE Contributions	683,000	625,746	788,094
Total ECE Contributions	\$24,294,029	\$24,743,475	\$26,273,522
Other GNWT Contributions	\$15,000	\$47,933	\$44,578
Total GNWT Contributions	\$24,309,029	\$24,791,408	\$26,318,100
Government of Canada Contributions			
Jordan's Principle	\$0	\$772,086	\$73,280
Other Government of Canada	\$0	\$1,000	0
Total Government of Canada Contributions	\$0	\$773,086	\$73,280
Other Education Bodies	\$0	\$0	\$0
Generated Funds			
Investment Income	\$150,000	\$142,010	\$165,867
Non-GNWT Contributions	70,000	101,991	81,176
Donations	0	0	0
Other	0	25,871	75,324
Total Generated Funds	\$220,000	\$269,872	\$322,368
Total Revenues	\$24,529,029	\$25,834,366	\$26,713,747
<u>EXPENSES (Schedule 20)</u>			
Administration	\$2,155,201	\$1,951,739	\$1,957,185
School Programs	15,539,436	14,456,531	14,679,033
Inclusive Schooling	4,625,033	5,766,361	5,395,008
Indigenous Language and Education	1,483,721	1,710,255	1,812,065
Transfers to DEAs	1,576,589	2,728,648	1,704,613
Total Expenses	\$25,379,980	\$26,613,534	\$25,547,904
Operating Surplus/(Deficit)	(\$850,951)	(\$779,168)	\$1,165,843
Fund Balance at beginning of year		4,045,588	2,879,745
Fund Balance at end of year		\$3,266,420	\$4,045,588

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF EXPENSES
(Non-Consolidated)
For the Year Ended June 30, 2020

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Fiscal & Transfers	Total
Salaries						
Teachers	\$12,261,108	\$1,987,464		\$1,074,143		\$15,322,715
Instruction Assistants		\$2,940,633		\$372,963		\$3,313,596
Non-Instructional Staff	\$1,699,988	\$271,429	\$1,325,298	\$84,509		\$3,381,225
Board/Trustee Honoraria			\$3,450	\$750		\$4,200
Employee Benefits						
Employee Benefits/Allowances	\$226,324	\$108,343	\$18,952	\$34,670		\$388,289
Leave & Termination Benefits	(\$130,935)	\$85,773	\$9,594	\$27,447		-\$8,120
Services Purchased/Contracted						
Professional/Technical Services	\$72,000	\$36,687	\$34,913	\$13,071		\$156,671
Postage/Communication	\$1,000		\$24,950	\$0		\$25,950
Utilities						\$0
Travel	\$112,234	\$144,526	\$61,625	\$56,304		\$374,690
Student Travel		\$2,580				\$2,580
Advertising/Printing/Publishing	\$0	\$1,436	\$7,527	\$9,093		\$18,055
Maintenance/Repair			\$122,740			\$122,740
Rentals/Leases		\$3,400	\$175,593			\$178,993
Contracted Services	\$132,488	\$22,370	\$1,148	\$19,357		\$175,362
Materials/Supplies/Freight						
Materials	\$82,078	\$156,925	\$165,525	\$17,099		\$421,626
Freight	\$246	\$4,796	\$425	\$849		\$6,316
Transfers to DEA's						
	\$0				\$2,728,648	\$2,728,648
Total	\$14,456,531	\$5,766,361	\$1,951,739	\$1,710,255	\$2,728,648	\$26,613,534

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENSES
INCLUSIVE SCHOOLING
For the Year Ended June 30, 2020**

	General Expenditures	Staff Development	Assistive Technology	Magnet Facilities	Total
Salaries					
Regional Coordinator	\$164,562				\$164,562
Program Support Teachers	\$1,761,138	\$153,904		\$212,746	\$2,127,789
Support Assistants	\$3,185,095				\$3,185,095
Employee Benefits					
Employee Benefits/Allowances *	\$194,116				\$194,116
Services Purchased/Contracted					
Professional/Technical Services	\$36,687				\$36,687
Travel	\$13,600	\$144,526			\$158,126
Student Transportation (Bussing)	\$5,842				\$5,842
Advertising/Printing/Publishing	\$1,436				\$1,436
Maintenance/Repair					\$0
Rentals/Leases	\$5,460				\$5,460
Contracted Services	\$33,020				\$33,020
Materials/Supplies/Freight					
Materials	\$181,614	\$10,612	\$26,401		\$218,627
Freight	\$2,675		\$4,796		\$7,471
Total	\$5,585,244	\$309,042	\$31,197	\$212,746	\$6,138,230

* From Schedule 20

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENSES
INDIGENOUS LANGUAGE AND EDUCATION
For the Year Ended June 30, 2030**

	Student Instruction	Teaching Resources	Professional Development	School ** Activities	Total
Salaries					
ILE Teachers	\$1,066,784		\$7,360	\$23,144	\$1,097,287
Language Consultants		\$84,509			\$84,509
Instruction Assistants	\$372,963			\$150	\$373,113
Non-Instructional Staff Honoraria		\$750		\$5,550	\$6,300
Employee Benefits					
Employee Benefits/Allowances *	\$62,117				\$62,117
Services Purchased/Contracted					
Professional/Technical Services		\$13,071			\$13,071
Travel			\$56,304	\$1,018	\$57,322
Student Transportation (Bussing)				\$26,116	\$26,116
Advertising/Printing/Publishing		\$9,093			\$9,093
Maintenance/Repair				\$1,626	\$1,626
Rentals/Leases				\$3,110	\$3,110
Contracted Services		\$19,357		\$27,463	\$46,820
Materials/Supplies/Freight					
Materials		\$13,196	\$3,901	\$243,300	\$260,397
Freight		\$849		\$1,910	\$2,759
Total	\$1,501,864	\$140,825	\$67,565	\$333,387	\$2,043,640

* from Schedule 20

** from respective DEA schedules

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
FRENCH LANGUAGE
For the Year Ended June 30, 2020**

	Contributions July 1, 2019 to June 30, 2020	SSDEC Commitment July 1, 2019 to June 30, 2020	Total Expenses July 1, 2019 to June 30, 2020	Under/(Over) Funding
Bilateral Agreement Funding				
Core French 1-12 (salary)		\$397,782	\$433,543	(\$35,761)
Immersion Pioneer Class (salary)	273,000	\$305,592	\$537,757	\$40,835
Resources		\$15,000	\$20,031	(\$5,031)
Partnership with YK1	15,000		\$30,000	(\$15,000)
French Monitor		\$10,000	\$31,125	(\$21,125)
Professional Development			\$19,373	(\$19,373)
French Language Communications				
Intensive French: Salary	86,700	\$347,096	\$259,213	\$174,583
Intensive French: Camp				\$0
Intensive French: Resources	6,000	\$4,000	\$13,467	(\$3,467)
Intensive French: Training/Visits	6,000	\$4,000	\$7,592	\$2,408
Totals	\$386,700	\$1,083,470	\$1,352,101	\$118,069

Schedule 24

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
NWT STUDENT SUCCESS INITIATIVE - PROFESSIONAL DEVELOPMENT
For the Period July 1, 2019 to June 30, 2020**

Revenue

Education, Culture and Employment	\$55,000
NWTTA	70,650
Total Revenue	\$125,650

Expenditures

Salaries/Wages

Salaries	\$929,218
Facilitator's Fees	\$166,971
Substitute Teachers Wages	\$4,869

Travel

Facilitator Travel	\$16,695
Staff Travel	\$16,811
Accommodation	\$14,602
Per Diems	\$9,875

Workshop Expenses

Room Rental	
Tuition	\$2,955
Refreshments	\$1,675
Resources	\$104,669
Miscellaneous	\$14,121

Total Expenses	\$1,282,459
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Net Surplus/(Deficit)	(\$1,156,809)
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**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
NORTHERN DISTANCE LEARNING
For the Year Ended June 30, 2020**

	Budget 2019/20	July 1, 2019 to March 31, 2020	April 1, 2020 to June 30, 2020	Total 2019/20
Revenues				
Education, Culture & Employment	\$60,500		\$60,500	\$60,500
Other				\$0
Total Funding	\$60,500	\$0	\$60,500	\$60,500
Expenditures				
Support Persons	\$58,500	\$5,060	\$45,476	\$50,536
Network Charges	\$2,000			\$0
Total Expenditures	\$60,500	\$5,060	\$45,476	\$50,536
Surplus/(Deficit)	\$0	(\$5,060)	\$15,024	\$9,964

The SSDEC has only one community (Fort Resolution) participating

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
Jordan's Principle
For the Year Ended June 30, 2020**

	June 30, 2020 Budget	June 30, 2020 Actual	June 30, 2019 Actual
Revenue			
Government of Canada			
- First Nations and Inuit Health Branch	\$1,353,773	\$694,100	\$992,312
Carry Forward from Previous Year		\$582,928	\$0
Total Revenue	\$1,353,773	\$1,277,028	\$992,312
Expenditures			
Administration			
Personnel	\$1,328,273	\$1,168,845	\$324,565
Transportation		\$18,378	\$5,854
Materials and Supplies	\$25,500	\$36,888	\$18,252
Rent and Utilities			
Evaluation			
Other		\$29,426	\$60,713
Total Expenditures	\$1,353,773	\$1,253,537	\$409,384
Surplus/(Deficit)	\$0	\$23,491	\$582,928
Deferred Revenue	\$0	\$23,491	\$582,928

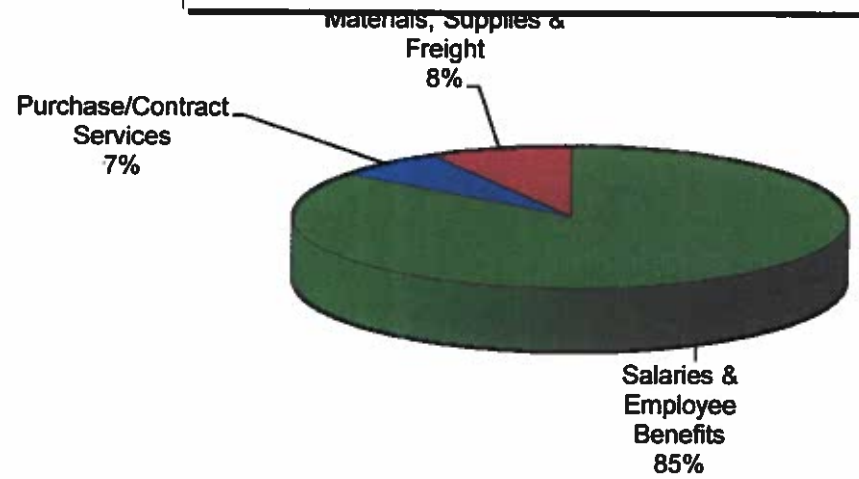
Schedule 27

South Slave Divisional Education Council
2019/20 Fund Balances
(Unaudited)

	<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>Katloodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>	
Fund Balances as per audited Financial Statements	\$3,266,420	\$137,517	\$367,894	\$27,921	\$111,247	(\$3,774)	\$640,805
less: Staffing Surpluses							
- Lutsel K'e Dene School	\$74,805						
- Paul William Kaeser	\$203,994						
- Harry Camsell	\$39,168						
- Joseph Burr Tyrrell	\$163,746						
- Chief Sunrise	\$45,114						
- Princess Alexandra	\$104,543						
- Diamond Jenness Secondary School	\$157,984						
- Deninu School	\$100,665						
		(\$890,019)					
Commitments against surpluses							
- Council Office							
- Fort Resolution DEA plan					(\$103,839)		
- Lutsel K'e DEA plan							
- Katloodeeche plan				(\$22,699)			
- Hay River DEA plan			(\$320,326)				
- Fort Smith plan		(\$96,424)					
Uncommitted Fund Balance	\$2,376,401	\$41,093	\$47,568	\$5,222	\$7,408	(\$3,774)	
2020/21 contributions from SSDEC		\$558,476	\$679,537	\$74,605	\$105,830	\$111,737	
Fund Balance percentage *		7.36%	7.00%	7.00%	7.00%	-3.38%	
* Calculated as per SSDEC policy DFAA - Financial Surplus maximum SSDEC fund balance as per policy DFAA - Financial Surplus	\$1,808,406						

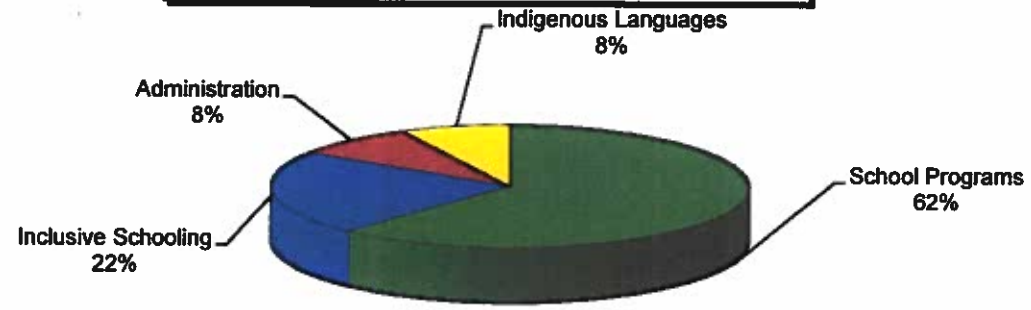
Salaries & Employee Benefits	\$23,206,649
Purchase/Contract Services	\$1,800,249
Materials, Supplies & Freight	\$2,307,502
Total	\$27,314,400

**South Slave Divisional Education Council
Details of Expenditures
For the Year Ended June 30, 2020**



School Programs	\$16,830,287
Inclusive Schooling	\$6,138,230
Administration	\$2,302,243
Indigenous Languages	\$2,043,640
Total	\$27,314,400

**South Slave Divisional Education Council
Expenditures by Function
For the Year Ended June 30, 2020**



■ School Programs	■ Inclusive Schooling	■ Administration	■ Indigenous Languages
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Approvals

Operating Plan


SSDEC Chairperson – Ann Pischinger

Superintendent – Curtis Brown


Date

Date

Annual Report



SSDEC Chairperson – Ann Pischinger



Superintendent – Curtis Brown

September 19, 2020

Date

September 19, 2020

Date

Education Accountability Framework

Tłıchọ Community Services Agency

Operating Plan and Annual Report
for the 2019-20 School Year



Cadre de responsabilisation en éducation

Agence de services communautaires t̄ichq̄

Plan de fonctionnement et rapport
annuel

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Tłıchq Community Services Agency's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Tłıchq Community Services Agency's (TCSA) priorities for the upcoming school year.

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

The TCSA consists of 5 schools that house approximately 930 students. Our schools serve students from JK-12 and our programs include Tłıchq Immersion, regular programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming.

In response to the TCSA strategic plan, education has set the following goals and priorities for 2018-22.

1. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy.
2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.
3. Lifelong Learning: Developing capable lifelong learners.
4. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchq people.

In response to regional literacy data the TCSA has developed a comprehensive plan to improve oral language, and literacy that includes:

- A Literacy 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 Tłıchq 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 with response 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 and numeracy; 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 Tłıchǫ 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 Tłıchǫ as a second language, and one school offers Tłıchǫ 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 Tłıchǫ 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 Tłıchǫ 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, Tłıchǫ History, and numerous Tłıchǫ language books.

The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built... on my land... and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way and the white man's way". To our future we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us, so that our children will be 'strong like two people'.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Agence de services communautaires ṭḥcḥq pour l'année scolaire 2019-2020 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 ṭḥcḥq (ASCT) pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

L'ASCT regroupe 5 écoles accueillant environ 930 élèves. Nos écoles desservent des élèves de la prématernelle à la 12^e année et nos programmes comprennent l'immersion en ṭḥcḥq, les programmes réguliers et le programme d'apprentissage à distance du Nord. Le slogan de l'ASCT, la mission de chaque école de même que 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 :

1. Littératie : Favoriser une éducation, des interventions et de la formation de grande qualité en langue orale, en lecture et en numératie
2. Mieux-être et soutien aux élèves : Veiller à ce que tous les élèves aient la même chance de réussir
3. Apprentissage permanent : Former des élèves qui seront capables d'apprendre toute leur vie
4. Des programmes et services respectueux de la culture : Intégrer la culture autochtone à l'éducation pour accroître les compétences des Ṭḥcḥq

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 individualisés 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 ṭḥcḥq, 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 et d'adapter 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 par l'offre de services sur place pour les éducateurs, tout spécialement dans les domaines de la lecture et de la numératie
- Appuyer la création de programmes de cheminement professionnel de qualité pour les élèves de la 7^e à la 12^e année (comme le plan de programme et de carrière, document MyBlueprint et le travail avec des conseillers en orientation et en éducation)

Comme la langue et la culture sont une part essentielle de l'identité de notre agence, de notre personnel et de la collectivité, l'ASCT s'efforce de faire preuve d'innovation et de leadership dans les domaines de la langue, de la culture et du mode de vie t̄ich̄q̄. Par conséquent, l'ASCT poursuivra et étendra plusieurs initiatives clés :

- Toutes les écoles de la région de l'ASCT offrent des cours de t̄ich̄q̄ langue seconde, et une école offre de l'immersion en t̄ich̄q̄ 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 t̄ich̄q̄ 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
- La région t̄ich̄q̄ 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 t̄ich̄q̄ et de nombreux livres en langue t̄ich̄q̄

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 »

Annual Report - Executive Summary

The Tłıchq Community Services Agency's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The Tłıchq Community Services Agency (TCSA) consists of 5 schools that house approximately 930 students. Our schools serve students from JK-12 and our programs include Tłıchq Immersion, regular programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming. All of our schools also house public libraries except Alexis Arrowsmaker School (AAS) in Wekweètì.

In response to regional literacy and oral language development data the TCSA has developed a multiyear comprehensive plan to improve oral language, and literacy that includes:

- Providing training for JK-2 teachers and support assistants in promoting oral language development;
- Work in collaborative Professional Learning Communities to improve student achievement through systemic approaches to data including using early reading behaviours as indicators of reading readiness;
- Improve tier 2 and 3 approaches to literacy particularly in phonological awareness and reading behaviours;
- Applied to and received Jordan's Principle to support Speech and Language Therapy using an online therapy site and increased support assistant positions, and staff Literacy Instructional Coaches in all schools;
- Community engagement activities that promote oral language development; and
- Accessing literacy experts to consult with, and direct the professional growth of all educators specifically in the area of reading instruction, assessment, and intervention.

This consistent approach has yielded positive results in oral language and literacy:

- Teacher Rating of Oral Language and Literacy (TROLL) – over the last 4 years the TCSA has reported significant improvement (in 2016 15% of kindergarten students were in the expected range, by 2020 56% were in the expected range); and
- Reading (measured using Fountas & Pinnell Benchmark Assessments) – over the last 3 years we have seen a growth in the % of students who gain more than one full grade level in reading (2018 - 28.5%, 2019 - 28.6%, and 2020 – 14.6% *Due to COVID 2020 results were recorded from mid-year reading assessments).

In 2019-2020, the TCSA refocused on mathematics instruction:

- Replenishing mathematics resources including manipulatives and supporting resources;
- Coaching teachers in math talks, use of manipulatives, planning, and instructional practices;
- Selected and trained PSTs on math programs that support students with complex needs; and
- Collected baseline data on student achievement to drive further decisions around improving student achievement in math.

The TCSA has always prioritized Tłchq language and culture to fulfill our mission, however this year we were able to more deeply embed several key projects and initiatives:

- 'Indigenous Health and Wellness Elders' pilot, a partnership with Health and Social Services we were able to hire 5 Elders (or Elders in Training) for the 2019-2020 school year. These Wellness Elders created a sense of identity in the school, served as listeners for all students, and strengthened the language and culture programming of each school;
- We continued to offer key cultural experiences at every school several times a year, supported locally developed initiatives such as Tłchq History Project and Culture Based Integrated Programming, as well as created a 'Camp Guidebook - Dechı́nı́ts'ò Ts'eedè' to make connections between key cultural experiences on the land and in the classroom; and
- Tłchq schools have always embraced the whole school approach to language, and were able to further embed these practices by using the approach that 'everyone is a Tłchq language instructor'.

In response to the high number of Student Support Plans (SSPs), high vulnerability in the EDI and MDI, and other locally used assessments, the TCSA focused on several key partnerships, and priorities to address these challenges:

- Continued to offer significant and purposeful professional development to support all education staff;
- Built partnership and strengthened relationships with Child and Youth Care Counsellors (CYCCs) and Northern Counselling and Therapeutic Services (NCTS);
- Worked to implement 'Making a Plan' (MAP) and other transitional supports for students at key stages (JK/K, grade 6, 9, and 12);
- PSTs have adopted a student-centered approach using reading assessments to better drive instruction and interventions; and
- Partnered with several key stakeholders like Tłchq Government, GNWT – Department of Education, and Apple Schools to enrich student experience.

The TCSA continues to struggle with retention and recruitment of teachers, and to find available, and maintained housing for staff in our communities. With the anticipated retiring of half of our Regional staff, Indigenous Language Educators and Tłchq Immersion Teachers (2 retired in 2019/20, and 4 more are anticipated to retire in the next 3-5 years) we have identified mentoring programs for new ILE as a key opportunity for our region.

Rapport annuel – Sommaire

Le rapport annuel de l'Agence de services communautaires t̄ich̄q̄ pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité aux directives sur l'éducation et de leur mise en œuvre des activités et initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

L'Agence de services communautaires t̄ich̄q̄ (ASCT) regroupe cinq écoles accueillant environ 930 élèves. Nos écoles desservent des élèves de la prématernelle à la 12^e année et nos programmes comprennent l'immersion en t̄ich̄q̄, 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 ». Les écoles sont toutes dotées d'une bibliothèque publique, à l'exception de l'école Alexis Arrowmaker de Wekweètì.

En réponse aux données régionales sur la littératie et le développement des compétences en langue orale, l'ASCT a élaboré un plan exhaustif pour améliorer ces compétences. Ce plan prévoit ce qui suit :

- Offrir de la formation aux enseignants et aux aides-enseignants de la prématernelle à la 2^e année pour favoriser le développement de la langue orale.
- Travailler au sein des communautés d'apprentissage professionnelles en vue d'accroître la réussite scolaire à l'aide d'une approche systémique des données (lecture précoce en tant qu'indicatif à la préparation à la lecture).
- Améliorer les approches d'alphabétisation de niveau 2 et 3, notamment sur les aspects phonologiques du langage et les comportements de lecture.
- Présenter une demande en vertu du principe de Jordan et recevoir du soutien à l'orthophonie grâce à un site Internet et à l'augmentation dans toutes les écoles du nombre de postes d'aides-enseignants et d'accompagnateurs en alphabétisation.
- Participer à des activités de consultation communautaire qui favorisent le développement du langage oral.
- Recourir à des spécialistes en alphabétisation qui conseilleront les éducateurs et orienteront leur croissance professionnelle (surtout pour l'enseignement de la lecture, l'évaluation et l'intervention).

Cette approche cohérente a porté ses fruits en langue orale et en alphabétisation :

- Teacher Rating of Oral Language and Literacy (TROLL – Échelle d'évaluation par l'enseignant des aptitudes à l'oral et à l'écrit) – au cours des quatre dernières années, l'ASCT remarque une amélioration significative (en 2016, 15 % des élèves de prématernelle se situaient dans le niveau attendu pour leur âge comparativement à 56 % en 2020).
- Lecture (selon la grille d'évaluation de Fountas et Pinnell) – au cours des trois dernières années, nous avons observé une augmentation du pourcentage des élèves ayant progressé de plus d'un niveau

complet en lecture (2018 – 28,5 %, 2019 – 28,6 % et 2020 – 14,6 %)*. En raison de la COVID-19, les résultats enregistrés en 2020 datent des évaluations de lecture de mi-année.

En 2019-2020, l'ASCT a de nouveau accordé beaucoup d'attention à l'enseignement des mathématiques :

- Renouvellement des ressources mathématiques (objets de manipulation, ressources de soutien).
- Encadrement professionnel des enseignants sur les exposés mathématiques, l'emploi d'objets de manipulation, la planification et les pratiques pédagogiques.
- Sélection d'enseignants de soutien au programme et formation de ceux-ci aux mathématiques pour venir en aide aux élèves qui présentent des besoins complexes.
- Collecte de données de référence sur la réussite des élèves pour orienter les décisions futures et ultimement favoriser la réussite des élèves en mathématiques.

Pour remplir sa mission, l'ASCT fait toujours de la langue et de la culture t̥ich̥q̥ ses priorités. Or, cette année, elle a été en mesure d'approfondir plusieurs initiatives et projets importants :

- Pour l'année scolaire 2019-2020, elle a réussi à recruter sept aînés (ou aînés en formation) pour le projet pilote de santé et de mieux-être des aînés autochtones, en partenariat avec le ministère de la Santé et des Services sociaux. Ces aînés ont créé un sens de l'identité à l'école, notamment en étant à l'écoute de tous les élèves et en venant bonifier les programmes culturels et langagiers des écoles.
- Elle a continué d'offrir, plusieurs fois par année, des expériences culturelles significatives à chaque école en plus de soutenir des initiatives élaborées localement, comme le projet d'histoire orale des T̥ich̥q̥ et des programmes intégrés axés sur la culture. Elle a également créé le guide de camp Dech̥i̥n̥ts'̥q̥ Ts'eed̥e' pour que les élèves fassent des liens entre les expériences culturelles significatives et leurs apprentissages.
- Les écoles t̥ich̥q̥ ont toujours adhéré à l'approche scolaire globale de la langue et ont été en mesure d'intégrer davantage ces méthodes en utilisant l'approche selon laquelle « tout le monde peut enseigner la langue t̥ich̥q̥ ».

Pour répondre au grand nombre de plans de soutien à l'élève (PSÉ), atténuer la grande vulnérabilité démontrée dans l'Instrument de mesure du développement de la petite enfance (IMDPE) et l'Instrument de mesure du développement durant les années intermédiaires (IMDAI), et surmonter les difficultés relevées dans les autres évaluations utilisées localement, l'ASCT s'est concentrée sur quelques partenariats et priorités clés :

- Elle a continué d'offrir du perfectionnement professionnel significatif et ciblé pour soutenir le personnel enseignant.
- Elle a noué des partenariats et renforcé les liens avec des conseillers en soins à l'enfance et à la jeunesse et les services diagnostiques et thérapeutiques.
- Elle a travaillé à la concrétisation d'un projet d'accompagnement de conception d'un plan et d'autres mesures de soutien à la transition destinées aux élèves lors d'étapes importantes (prématernelle, maternelle, 6^e, 9^e et 12^e année);
- Elle s'est associée à des partenaires clés tels que le gouvernement t̥ich̥q̥, le ministère de l'Éducation du GTNO et les écoles certifiées Apple, dans le but d'enrichir l'expérience scolaire.
- Les enseignants au programme de soutien ont adopté une approche de mentorat axée sur l'élève par

l'intermédiaire d'évaluations de lecture pour bien guider leurs enseignements et leurs interventions.

L'ASCT est encore aux prises avec des problèmes de recrutement et de rétention d'enseignants, et elle continue d'avoir de la difficulté à trouver des logements bien tenus pour le personnel dans les collectivités. Comme la moitié de notre personnel régional, de nos enseignants de langues autochtones et du programme d'immersion en langue t̄jch̄q nous ont quittés ou nous quitteront bientôt (deux ont pris leur retraite en 2019-2020 et quatre autres comptent le faire dans les trois à cinq prochaines années), nous avons déterminé que les programmes de mentorat de la nouvelle *Politique sur l'éducation et les langues autochtones* constituaient une occasion en or pour notre région.

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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

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

The TCSA was established under the Tłıchǫ Agreement effective August 4, 2005. It is a unique organization in the Northwest Territories in two significant ways. Firstly, it is a Government of the Northwest Territories Agency, while incorporating the values and principles of the Tłıchǫ people and having the longer term objective of transforming itself into an agency of the Tłıchǫ Government. Secondly, the Agency is the only one in the Northwest Territories to deliver health and social services as well as education programs under one entity as defined under the *Tłıchǫ Community Services Agency Act*. A copy of this legislation is available in the GNWT website at <http://www.justice.gov.nt.ca/>.

As a result of the Agency delivering the health and social services as well as education programs, it is accountable to the Government of the Northwest Territories Department of Health and Social Services and the Department of Education, Culture and Employment. The deliveries for both health and education programs operate under two different year ends: March 31 and June 30, respectively. The Agency prepares annual audited financial statements for the combined health and education programs as at March 31 for the Government of the Northwest Territories fiscal year end, as well as audited statements solely for the education program year ending June 30.

The Agency, unlike other Education and Health & Social Services authorities in the NWT, has three dimensions, as outlined in Figure 1.

Figure 1: Three Dimensions of the Tłchq



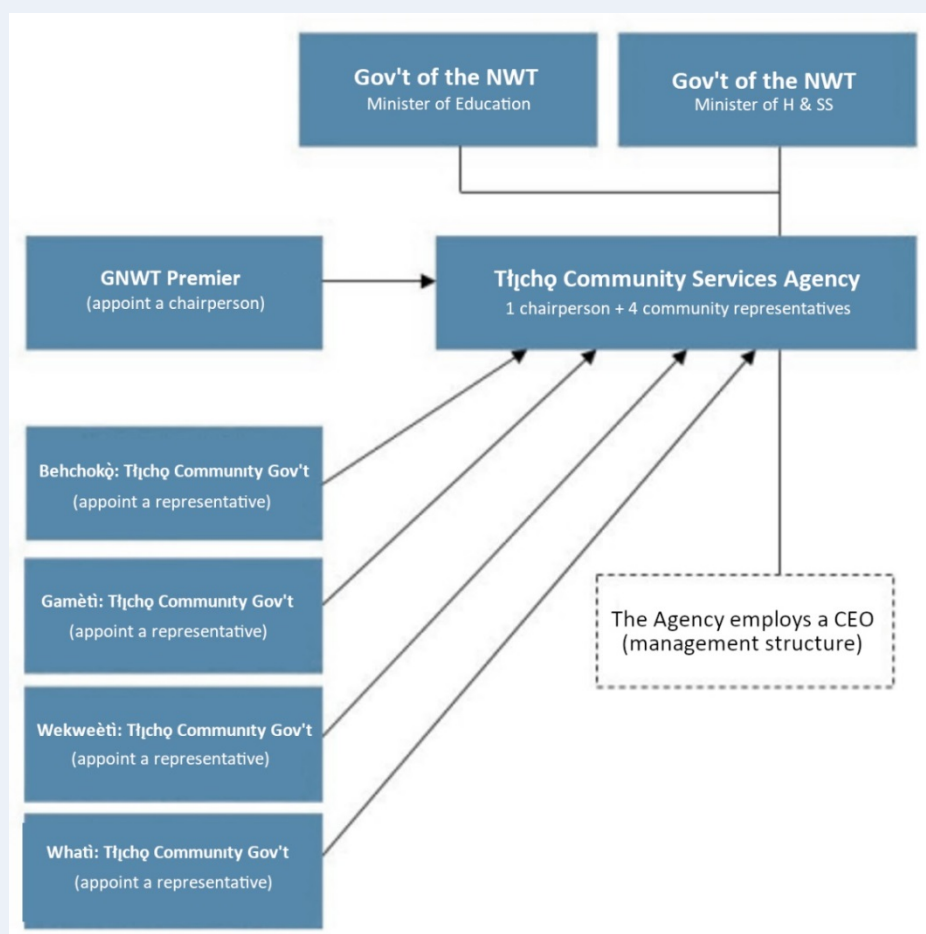
The Agency is governed by a Board made up of four members and a chairperson. The Tłchq Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tłchq 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
- Behchokò Representative – Janita Estemba
- Whatì Representative – Alex Nitsiza
- Gamètì Representative – Henry Gon
- Wekweètì Representative – Noella Kodzin

The term for the current Chairperson was extended through the GNWT Premier's office to July 2022. The terms for each of the current TCSA Board members end in October 2020.

Figure 2: Governance Structure of the Tłıchǫ Community Services Agency



The TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different 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 Tłıchǫ Government, were returned to the Tłıchǫ Government in 2012 as a step towards self-government.

Functional Organizational Chart

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

Tłichq Community Services Agency Functional Organizational Chart

Figure 3: Management and Program Function Structure of the Tłichq Community Services Agency



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Board Meeting	TCSA Board	Governance	September 2019 Yellowknife, NT	Yes	<ul style="list-style-type: none"> Governance Training for Health Care Boards, Formal Training, Canadian Patient Safety Institute
Board Meeting	TCSA Board	Governance	December 2019 Yellowknife, NT	Yes	<ul style="list-style-type: none"> Strategy to Eliminate Tuberculosis in the NWT, Guest Presenter / Subject Matter Expert, NWT Chief Public Health Officer
Board Meeting	TCSA Board	Governance	March 2020 Yellowknife, NT	Yes	<ul style="list-style-type: none"> NWT HSS System Strategic Plan, Guest Presenter / Subject Matter Expert, Director of Corporate Planning, Research and Evaluation, Department of Health and Social Services Coronavirus 2019 (COVID-19), Guest Presenter / Subject Matter Expert, NWT Chief Public Health

					<i>Officer</i> <ul style="list-style-type: none"> <i>Patient Movement / Medical Travel Program, Guest Presenters / Subject Matter Experts, Director of Corporate Services for NTHSSA and Territorial Manager of Patient Movement</i>
Board Meeting	TCSA Board	Governance	June 2020 Yellowknife, NT	No	Ethics training was scheduled but not available by virtual delivery model required due to COVID

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 2019	Yellowknife, NT	Yes	
December 2019	Yellowknife, NT	Yes	
March 2020	Yellowknife, NT	Yes	
June 2020	Yellowknife, NT	Yes	Due to COVID-19 this meeting was conducted by teleconference

School Profiles

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

Total Number of Schools in District	5	Total Anticipated Student Head Count	934
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School Name	Community	Grades Offered	Programming Highlights
Alexis Arrowmaker School (AAS)	Wekweètì	JK – 10	<ul style="list-style-type: none"> - Culturally responsive programming - Tłchq language whole school approach - Multi-grade programming
Chief Jimmy Bruneau School (CJBS)	Behchokò (Edzo)	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Trauma Informed Practices - NDL School - Tłchq language whole school approach - Multi-, and split-grade programming - APPLE School
Elizabeth Mackenzie Elementary School (EMES)	Behchokò	JK – 6	<ul style="list-style-type: none"> - Tłchq Immersion (K-2) - Oral language and literacy focus - Culturally responsive programming - Tłchq language whole school approach - Split-grade programming
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Literacy and reading foundations - Tłchq language whole school approach - Multi- and split- grade programming
Mezi Community School (MCS)	Whatì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Literacy and reading foundations - NDL School (2019-20) - Tłchq language whole school approach - Multi- and split-grade programming

Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The Tłıchǫ Community Services Agency (TCSA) consists of 5 schools with approximately 930 students for the 2019-2020 school year. Our schools house students from JK – 12 and include Tłıchǫ Immersion, and English programs. The student population is 99% Tłıchǫ; the remaining students are non-Indigenous, or Inuit. The students strive to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. “Strong Like Two People” is the mission of the agency, each school, and the intent of all educational programming.

The Tłıchǫ region of the Northwest Territories is located between Great Bear Lake and Great Slave Lake, of which only two of five communities (Behchokǫ and Edzo) are located on a year-round road. All other Tłıchǫ communities are geographically isolated, fly in communities with limited access by ice road in winter.

Table 1: Enrolment (FTE) by school and by grade as of September 30, 2018.

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
TCSA Total	49	51	47	53	60	62	57	61	42	54	57	63	67	209

Table 2: Student Supports for Grade 1-9 as of November 2018

Program Type	# of Students
Regular Program	56
Regular Program with Accommodations for Difficulty	67
Modified Program	353
Individual Education Plan	15
Total	491

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.

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.

There are 74 NWTTA positions staffed within the TCSA including 5 principals (2 teaching principals), 2 vice principals, 6 Indigenous language instructors, 8 program support teachers (1 teaching PST), 48 classroom teachers (including 2 Tłıchǵ immersion teachers), and 5 regional consultants, in addition to UNW support assistants, and cultural instructors. The average length of employment is approximately 6 years. The turnover rate at the TCSA has been approximately 6-10 teachers (8-14%) each year, with fly-in communities having the most turnover. Due to various reasons (turnover, leaves, and transfers) in 2018-19 there were 20 new teachers to our region with 12 of them being first year teachers. The TCSA boasts a large population of Indigenous educators (22% or 16 of 74), which has strengthened the cultural and language programming throughout the region.

The TCSA is planning for the succession of Tłıchǵ language instructors. Many of our current language instructors will retire in the next 3-5 years, an effort is underway to recruit young Tłıchǵ teachers who may need mentoring to develop their Tłıchǵ language skills. We are looking to secure funding to provide for these mentorship opportunities.

Like most regions across Canada the Tłıchǵ 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. Securing safe, maintained, and available housing remains difficult in all five Tłıchǵ 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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

<p>Regional priorities and goals:</p>	<p>The governance structures of the Tłıchǫ Community Services Agency (TCSA) are established in the Tłıchǫ Intergovernmental Services Agreement and in GNWT legislation, the Tłıchǫ Community Services Agency Act and associated regulations. The GNWT passed the Tłıchǫ 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 Tłıchǫ communities and on Tłıchǫ lands.</p> <p>The guiding principles and values of the TCSA strategic plan acknowledge Elders as keepers of the living memory, and value the cooperation and self-sufficiency which comes from knowledge of our history, culture, and language. The foundational principles include the development of strong, capable, healthy Tłıchǫ communities; providing quality integrated programs and services in an effective, efficient, and timely manner; and enabling people to take responsibility for their own health, education, and well-being.</p> <p>The 2019-2022 Strategic Plan for the TCSA expands on our foundational purpose as an intergovernmental services agency to deliver the highest quality health, social services, and education programs of the GNWT while incorporating the values and principles of the Tlıcho people and supporting the implementation of indigenous self-government in the region.</p> <p>The strategic priorities in Education are as follows:</p> <ol style="list-style-type: none"> 1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǫ people. <ul style="list-style-type: none"> ➤ Contributing to the revitalization, maintenance, and promotion of Tlıcho language and culture. 2. Reading and Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy. <ul style="list-style-type: none"> ➤ Improving student success in oral language, early literacy, and reading through innovative and responsive strategies. 3. Wellness and Student Support: Ensure all students have equal opportunity to succeed. <ul style="list-style-type: none"> ➤ Adapting programming in response to student-centered decision making. 4. Lifelong Learning: Developing capable lifelong learners. <ul style="list-style-type: none"> ➤ Providing professional development that supports innovative teaching and quality career focus.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Culturally responsive programs and services:</p> <ol style="list-style-type: none"> 1. Oral Language Proficiency assessment 2. Development of Tłchq Language Resources 	<ol style="list-style-type: none"> 1. Creating baseline data from Oral Language Proficiency Assessment Tool 2. a) Create 3 easy reading Tłchq Language books. b) Create 3 Tłchq songs at the early childhood, primary, and elementary levels. 	<ol style="list-style-type: none"> 1. Met 2. a) Exceeded b) Not met 	<p>2a) 5 books and at least 1 recording were completed</p> <p>b) Due to COVID-19 these projects were cancelled</p>
<p>Reading and Literacy:</p> <ol style="list-style-type: none"> 1. Oral Language (TROLL) 2. Reading (Fountas and Pinnell) 	<ol style="list-style-type: none"> 1. TROLL: by Spring 2020, 50% of Kindergarten students at or above the 25th percentile 2. F&P Close the Gap: by Spring 2020, 50% of students will close their reading gap by improving more than one grade level. 	<ol style="list-style-type: none"> 1. Met 2. Not Met 	<p>2. Due to COVID-19 the year's end reading assessment was not completed. However, using the most recent reading assessments (Jan – March) we can report that 14.6% (grade 1-9) gained at least one year in their reading level.</p>
<p>Wellness and Student Support</p> <ol style="list-style-type: none"> 1. Access to Counselling (CYCC) 2. Regular review of SSPs and IEPs 	<ol style="list-style-type: none"> 1. Continue participation in the territorial CYCC and NCTS pilot. 2. The RISC will review all of the IEPs and audit the SSPs. 	<ol style="list-style-type: none"> 1. Met 2. Met 	

<p>3. Active SBST</p>	<p>3.All SBSTs will meet biweekly.</p>	<p>3. Partially Met</p>	<p>3. 3 of 5 schools met this goal however due to vacancies 2 schools only met once a month on average.</p>
<p>Lifelong Learning:</p> <p>1. Purposeful coaching and in-servicing for teachers.</p> <p>2. Quality career path support for students in grades 7-12</p>	<p>1.Ensure every teacher receives onsite coaching throughout the year.</p> <p>2.To participate in the territorial career education advisory pilot project.</p>	<p>1. Met</p> <p>2. Met</p>	
<p>Areas of Strength for the region</p>	<p>Culturally Responsive Programs and Services – there are several other regional initiatives to support cultural programming, including Camp Guidebook development, ongoing integrated programming, and intensive on the land camps.</p> <p>TROLL – The TCSA exceeded the target as 48.9% of JK students were at or above the 25th percentile, this is strong evidence that oral rich, play based programming is working to develop language.</p> <p>Reading – Through extensive efforts to provide onsite coaching, and increased literacy interventions, PLC teams are improving reading outcomes for Tlicho students.</p> <p>Indigenous Health and Wellness Elders – Through partnerships with HSS and third party funding the TCSA was able to secure Wellness Elder positions in each school to support Mental Health and Wellness.</p>		
<p>Areas for Development for the region</p>	<p>Reading – Oral language and literacy continue to be an area that the TCSA will need to prioritize as only 4% of the total grade 1-9 population is reading at level. Increased funding for reading specialists and improved instruction of reading is required to make systemic change in this area.</p> <p>Tlicho Language – language revitalization and instruction will depend on continued territorial support to improve materials, instruction, and assessment.</p>		
<p>Additional Comments for the region</p>	<p>Career – The TCSA is working with ECE’s Career Education Advisors and Tlicho Government’s Career Officers to enhance career and post-secondary</p>		

	<p>guidance and support for grades 7-12.</p> <p>Mathematics – In 2019-20 the TCSA coached mathematics teachers to use strategies including manipulatives, math/number talks, use of the approved resources, and worked collaboratively to improve high school math options.</p>
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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 table details regional priorities and goals, and connections to Departmental priorities, 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 departmental priorities, for the school year.	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, Tłı̄chǫ culture and language, and student wellness.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	The TCSA board has given 4 key priorities that align with territorial priorities of: Culture and Language, Improving Student Achievement (Literacy and Mathematics), Health and Wellness, and Lifelong Learning. This clear direction allow TCSA staff to focus our programing in these areas.		

Areas for Development for the region	Setting and meeting targets that are evidence based, in the face of vacancies, and high turnover.
Additional Comments for the region	The School Improvement Planning process has been refined and developed to be incorporated into the School Review Process which keeps our purpose and priorities clear.

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

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>The 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. In addition, each year the region selects one area on which to focus (ex: Inclusive Schooling, Indigenous Language and Culture, student achievement, etc). The region will work with ECE to develop and formalize this process for the upcoming 2019-2020 year with a particular focus on Inclusive Schooling.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	100%	For 2019-20 this was an informal process
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	A new School Review Process was developed and trialed throughout the 2019-20 school year. This process aligns School Improvement Plans, Principal Evaluations/Growth Plans, Community Partnerships and input, and as it is defined as a 'continuous growth process' where schools use data to immediately make responsive changes.		
Areas for Development for the region	Creating transparent and accountable processes requires all staff and managers to review evidence and make changes to their own practice. This change management takes time and support, to ensure that all TCSA staff play a role in the School Improvement goals and celebrations.		
Additional Comments for the region			

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

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>The TCSA encourages a rotational schedule, whereby staff evaluations are provided for: 1) new staff in their first and second year, 2) returning staff every 5 years, and 3) upon request of the teacher or principal. The TCSA follows the process outlined in the <i>Promotion of Professional Growth For Teachers in Northwest Territories Schools</i> (2004) and <i>Direction on Principal Growth and Evaluation in the Northwest Territories</i> (2012) in conducting the evaluations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	21	31	Due higher than anticipated number of new staff, and staff in new roles.
Number of principal and assistant principals formally evaluated in the school year.	4	4	
Number of Education Body School Support Consultants formally evaluated in the school year.	2	4	This includes the two UNW school support consultants that were not included in the target.
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	Evaluations are completed as required and beginning to more closely align with the regional and territorial goals.		
Areas for Development for the region	The number of evaluations required under NWTTA and		

	<p>UNW collective agreements puts considerable strain on education managers. Revaluating the organizational structure to support managers to have reasonable expectations for the number of evaluations they complete will improve the quality of the evaluations.</p> <p>Although training was provided for educational managers in the areas of Labour Relations, increased training and guidance for improving the use of the evaluation processes is recommended for 2020-21.</p>
<p>Additional Comments for the region</p>	<p>The TCSA would like to partner with both unions, ECE, and other Education Bodies to improve the evaluation process and more closely link evaluations with improving outcomes for students. For example: PSTs, Regional Coordinators, and other specialized roles would benefit from evaluations with criteria that better suit their roles and responsibilities.</p>

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 table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>The TCSA dedicates a considerable amount of resources to providing training and in-servicing to our educators. For 2019-20 this includes: a regional conference, senior high in-service, two language instructor in-services, two school based culture days, and collaborative STIP time (varies from school to school). In addition to these offsite training activities, the TCSA also offers extensive onsite coaching in PLCs, literacy, numeracy, and Indigenizing education.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of Regional training and in-service focused on regional priorities</p>	<p>100%</p>	<p>100%</p>	
<p>% of Regional training and in-service focused on departmental priorities</p>	<p>100%</p>	<p>100%</p>	
<p>% of administration days dedicated to training and in-service.</p>	<p>0%</p>	<p>0%</p>	
<p>% of collaborative STIP time dedicated to regional priorities</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The use of STIP to support teacher collaboration in Professional Learning Communities (PLC) with a focus on improving reading and oral language has resulted in successful gains under TROLL and F&P reading assessments.</p> <p>- Teacher Rating of Oral Language and Literacy</p>		

	<p>(TROLL) – over the last 4 years the TCSA has reported significant improvement (in 2016 15% of kindergarten students were in the expected range, by 2020 56% were in the expected range);</p> <ul style="list-style-type: none"> - EMES used phonological awareness and reading behaviours to drive their tier 2 interventions, as a result EMES has met their reading level targets; - Reading (measured using Fountas & Pinnell Benchmark Assessments) – over the last 3 years we have seen a growth in the % of students who gain more than one full grade level in reading (2018 - 28.5%, 2019 - 28.6%, and 2020 – 14.6% *Due to COVID 2020 results were recorded from mid-year reading assessments).
<p>Areas for Development for the region</p>	<p>In 2019-20 the TCSA moved away from regional in-services in favour of onsite coaching. This has resulted in personalized coaching and growth for teachers, a large increase in reliability of assessments (reading, math, writing, and oral language).</p>
<p>Additional Comments for the region</p>	<p>Administrative days are provided to teachers to complete their administrative tasks and not towards training and in-services.</p>

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>The Literacy position is directly related to our reading and oral language regional priorities and goals which are stated as “Literacy: Supporting high quality instruction, interventions, and training.”</p> <p>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.</p> <p>This year the TCSA will support teachers with onsite coaching for reading intervention and reading behaviours (grades K-9), as well as, strengthening instruction through Reading in the Disciplines (grades 7-12).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1	1	
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region	<p>The TCSA has continued to provide onsite literacy coaching for JK-9 teachers. In addition to regional supports, consultants from Fountas and Pinnell support teachers in a balanced literacy model and analyzing/interpreting reading data to strengthen practice. All schools have Response to Intervention plans that use Levelled Literacy Intervention to close the reading gaps. Grade 7 to 12 teachers continued to</p>		

	<p>be supported by the TCSA and ECE to strengthen instruction through Reading in the Disciplines.</p>
<p>Areas for Development for the region</p>	<p>Literacy and oral language development continue to be the largest area for development and growth in the Tlicho region. A sustained and continued effort to improve literacy instruction, assessment, and intervention is required to make systemic changes.</p>
<p>Additional Comments for the region</p>	<p>Literacy plans are a part of the operational and school improvement plans. There is allotted time in every school schedule for collaborative teams (PLCs) to respond to literacy data.</p>

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The Tł̓chq̓ Community Services Agency offers Healthy Food programming in all of our schools. Currently, the programs we offer are:</p> <table border="1" data-bbox="505 701 1279 934"> <thead> <tr> <th>Program Name</th> <th>Schools Involved</th> </tr> </thead> <tbody> <tr> <td>Breakfast programs</td> <td>All Schools</td> </tr> <tr> <td>Drop the Pop</td> <td>All Schools</td> </tr> <tr> <td>Apple Schools</td> <td>CJBS</td> </tr> <tr> <td>Lunch Program</td> <td>CJBS</td> </tr> <tr> <td>Traditional Food Day</td> <td>All Schools</td> </tr> </tbody> </table> <p>The TCSA will continue to explore opportunities to provide healthy foods to our student population. During the 2018-19 school year a healthy food for learning policy was drafted and the focus for 2019-20 will be to adjust programs and purchasing to reflect the new policy.</p>	Program Name	Schools Involved	Breakfast programs	All Schools	Drop the Pop	All Schools	Apple Schools	CJBS	Lunch Program	CJBS	Traditional Food Day	All Schools
Program Name	Schools Involved												
Breakfast programs	All Schools												
Drop the Pop	All Schools												
Apple Schools	CJBS												
Lunch Program	CJBS												
Traditional Food Day	All Schools												

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100%	100%	
Areas of Strength for the region	The Healthy Foods Policy was updated and adopted by the TCSA board and schools have continued to provide healthy foods to our students as per the policy.		
Areas for Development for the region	While students have more options for healthy foods in school, the TCSA would like to expand to developing and		

	<p>offering more cooking programs that would support students in learning how to cook in healthy ways.</p>
<p>Additional Comments for the region</p>	<p>The TCSA is working on a policy to include Indigenous foods in schools to reflect the Tlicho culture and way of life.</p> <p>Our remote schools are always challenged with bringing in fresh food which has a shorter shelf life therefore having to rely on canned and frozen foods.</p> <p>Food security has been identified as an area of concern for many families in our region.</p>

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
<p>Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i></p>	AAS	<p>Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)</p>	Met	
	CJBS	<p>Breakfast Program Traditional Food Day Drop the Pop Apple Schools Lunch Program Food Basket (Open Snack)</p>	Met	
	EMES	<p>Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)</p>	Met	
	JWGS	<p>Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)</p>	Met	
	MCS	<p>Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)</p>	Met	

Total number of days and months program is offered in each school.	AAS	Everyday	Met	
	CJBS	Everyday	Met	
	EMES	Everyday	Met	
	JWGS	Everyday	Met	
	MCS	Everyday	Met	
Approximate Total Number of children and youth served each day.	AAS	100%	Met	
	CJBS	100%	Met	
	EMES	100%	Met	
	JWGS	100%	Met	
	MCS	100%	Met	
Criteria for participation per school. (Low income, fee, etc.)	AAS	Open to all	Met	
	CJBS	Open to all	Met	
	EMES	Open to all	Met	
	JWGS	Open to all	Met	
	MCS	Open to all	Met	

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 table details 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, noted areas of strength and areas for development.

SSI Project Proposal Summary	<p>Through our contracted services with Solution Tree Canada we will 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 Solution Tree 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.</p> <p>The TCSA SSI proposal is achieved through coaching provided to regional leadership (principals and coordinators) by Tom Hierck on PLC and RTI, as well as instructional coaching to improve reading instruction by Fountas and Pinnell coaches (F&P).</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	100%	100%	
% of support staff from across the region that participate in SSI PD activities.	0%	50%	The SSI proposal supports the region to implement PLC teams. In 2019-20, more schools have opted to include support staff in these teams.
Areas of Strength	Weekly allotted time is given for PLC teams to focus on common assessments to improve oral language, reading and literacy.		

	<p>Onsite embedded coaching continued with staff to build capacity to continue the implementation of Professional Learning Communities.</p> <p>Our region has implemented a system-wide approach to improving student achievement with a focus on improving literacy instructional strategies, and assessments.</p> <ul style="list-style-type: none"> - System wide use of Fountas and Pinnell reading assessment, instructional resources, and coaching. As this has been a focus for several years schools are now well stocked with classroom kits, reading intervention, assessment tools, and our focus can be on the use of the these resources. - Individualized coaching support by consultant for leadership teams, and PLC teams. The consultants often work in a ‘train the trainer’ model to build capacity in the leadership team, as well as with individual or teams of teachers. This has allowed the region to continue coaching and growth between consultant visits. The leadership have become better coaches with a clear vision for the path ahead. - Dedicated resources to improving pre-reading skills (including speech and language supports, phonological awareness, and reading behaviours). Teachers, and support staff are more aware and familiar with the provided resources and therefore more confident with their implementation.
<p>Areas for Development</p>	<p>Strengthening teachers’ instructional practice by improving their skills in administering, analyzing, and responding to assessments of reading, writing, mathematics, and oral language. Staff capacity continues to be an area of development. Teachers, school leaders, and all school support staff are acknowledging the need for continued intensive professional development in strengthening reading instruction and the use of PLC teams to support instructional practice.</p> <p>All schools now have implemented a structure to support a Response to Intervention (RTI) however staff capacity, and high needs limit our ability to provide intervention for all students identified.</p> <p>Another area that is a challenge is the constant turnover of staff. As new staff join, schools and teams must revisit school culture, commitment, and purpose before returning to the progress they made in previous years.</p>
<p>Additional Comments</p>	<p>PLC teams have also identified that collaborative planning and common long</p>

range planning are key systemic structures that support this work.

Our SSI proposals are multi-year initiatives; we have laid the foundation with a structure and desire to work as PLC teams, expanded our knowledge by focusing on assessment and instruction, and have developed systemic models of intervention. Our region is committed to the PLC and RTI model to improve student achievement; as such, we will continue to support all educators to sustain their effort, and continually build their instructional practice.

We are seeing evidence that our approach is working:

- We have met our target for TROLL: by Spring 2020, 50% of Kindergarten students at or above the 25th percentile – 55.5% of kindergarten students were working at or above the 25th percentile. This is the second year we exceeded this target.
- We have not met our target for 50% of all students gaining at least one level in the 2019-2020. Schools were on route to meet this target but due to the cancellation of in person school only 14.6% of our students gained at least one level. In 2017-18, 28.5% students gained at least 1 year in their reading levels and in 2018-2019 we maintained that aggressive growth with 28.6% gaining more than one reading level.
- Teachers/schools are reporting that students are more engaged and understand their reading goals, and are taking ownership over the growth.

Our evidence suggests that our determined efforts are moving us in the right direction and thus we will continue to support our PLC and literacy focused approach.

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	<p>2019-20 was identified as a review year for the TCSA Safe Schools Plans. The leadership team spent time reviewing case studies that improved alignment with territorial recommendations and created regional similarities in protocols between schools. Leadership collaborated with ECE and an external consultant to receive feedback and refine each document.</p> <p>LGBTQ2S+ school teams grew this year and the TCSA was able to more consistently consider and respond to this population in our planning.</p>		
Areas for Development for the region	The TCSA has identified that there is a need to strengthen		

	<p>community partnerships between education, health and emergency response staff with table top exercises outlining responses to emergency situations.</p> <p>Our Safe and Caring School plans need to continue to develop plans for individual students with complex needs.</p>
<p>Additional Comments for the region</p>	<p>Safe and Caring schools plans must also address the legacies of residential schools. To ensure that schools feel safe for all parents and students, we must work together to strengthen the relationships between families and the school.</p>

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

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>As part of 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, Tribes, WITS, Leads, 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.</p>		
Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	1	1	
Number of schools offering LEADS to grade 4-6 students.	1	0	This program has now been replaced with Second Step in all schools.
Number of schools offering the Fourth R to grade 7-9 students.	4	4	
Number of schools offering HRPP to grade 10/11 students.	4	4	

<p>Areas of Strength for the region</p>	<p>The TCSA continues to promote health and wellness in the region with evidence based bullying programs, teacher training in healthy relationships, trauma informed professional development, and self-regulation practices. In addition to the extensive training for these programs the TCSA continues to deliver strong on the land programming in a holistic approach to mental health and wellness.</p>
<p>Areas for Development for the region</p>	<p>With high staff turnover, keeping up training in these areas is challenging.</p>
<p>Additional Comments for the region</p>	<p>The Tlicheo region continues to experience legacies from residential schools that impact academics, relationships between school/community, and healthy relationships across the communities. Healthy relationship program is therefore of high importance.</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
<p>Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used</p>	<p>AAS</p>	<p>4thR Tribes K-10</p>	<p>4thR</p>	<p>With the turnover of staff for AAS there was no one trained to deliver Tribes and as a result various lessons were done throughout the year. This program has been replaced with Second Step for 2020-21. The school also participated in “The Dope Experience”.</p>
	<p>CJBS</p>	<p>WITS 4thR HRPP+ Second Step</p>	<p>4thR HRPP+ Second Step</p>	<p>CJBS did not use the WITS program as they transitioned to using Second Step.</p>
	<p>EMES</p>	<p>Second Steps K-6</p>	<p>Second Steps K-6</p>	
	<p>JWGS</p>	<p>4thR HRPP+ Second Steps K-6</p>	<p>4thR HRPP+ Second Steps K-6</p>	<p>JWGS also participated in “The Dope Experience”.</p>
	<p>MCS</p>	<p>WITS 4thR HRPP+ Second Step K-8 Social Thinking K-12</p>	<p>WITS 4thR HRPP+ Social Thinking K-12</p>	<p>MCS used WITS, not Second Step this year.</p>

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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłıchǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
AAS	Tłıchǫ	Core	JK-10	35 mins/day Integrated language lessons 175 min/week	30mins/day plus the integrated lessons 150 mins/week	Schedule change to meet other required times and reflect increase in integrated language lessons. COVID impact excluded
CJBS	Tłıchǫ	Core	JK-12	30 mins/4 days a week 120 mins/week	Met	COVID impact excluded
EMES	Tłıchǫ	Core	JK-6	40 mins/3 times a week 120 mins/week	30 mins/3 times a week 90 mins/week	Schedule change to meet other required times and reflect increase in integrated language lessons. COVID impact excluded
EMES	Tłıchǫ	Immersion	K-2	Full day (ELA is 40 mins/3 times a week) 120 mins/week	Full day (ELA is 40 mins/3 times a	

					week) 120 mins/week	
JWGS	Tłıchq	Core	JK-12	35 mins/day 175 min/week	30 mins/day 150 min/ week *HS 40 mins/ day	Schedule change to meet other required times and reflect increase in integrated language lessons. COVID impact excluded
MCS	Tłıchq	Core	JK-12	40 mins/day 200 min/week	Met	COVID impact excluded

** One row per Language/per school*

3. Inclusive Schooling

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

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.

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

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)
AAS	0.50	0.50	-	0.5	Shared PST duties between teaching principal and RISC
CJBS	3.25	3.50	-	3.5	
EMES	1.92	2.00	-	2.0	
JWGS	1.00	1.00	-	1.0	
MCS	1.24	1.00	-	1.0	
TOTAL	7.91	8.00	-	8.0	

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.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Whatì	2.29	2.61	-	2.61	
Behchokò (Edzo)	6.50	6.07	-	6.07	
Behchokò (Rae)	3.56	6.96	Complex Needs	5.22	Reallocations of positions to other budgets
Gamètì	0.90	1.74	Complex Needs	1.74	
Wekweètì	0.22	0.87	-	0.87	
TOTAL	13.47	18.25	Complex Needs	16.51	Reallocations of positions to other budgets

Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$85,743	\$85,743	-		

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 (fall, winter, spring) Date: TBD Location: CJBS and EMES	2 of the 3 planned sessions were completed	Due to COVID-19 the spring on-site coaching was cancelled
Workshop	PSTs / Educators	SSP writing IEP writing	Date: Oct 21, 2019 Feb 17, 2020 Location: YK	Yes	
Workshop	PSTs	Transition Planning	Date: Oct 21, 2019 Feb 17, 2020 Location: YK	Yes	
Video conferencing	Support Assistants	SLP Training	2 Thursdays a month. Date will depend on SLP	Yes	

			availability		
Onsite / video conferencing	Support Assistants / PSTs / Educator	Assistive Technology	As needed	Yes	
Video conferencing	PSTs / Educators	Equals Math	6 times in the 2019-20 school year. Date: TBD	Yes	

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental 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 departmental priorities, for the school year.	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. 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.
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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%	60%	Training was provided to teachers who had students with IEPs in their classes.
% 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%	81%	Coaching cycles and areas of focus for cycles varied. COVID limited the final coaching

			cycles.
% 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%	86%	VPs (included in this count) were not always part of regional training sessions.
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%	60%	Absenteeism on training days, training specific to SA role was provided (ex: SLP), and school pressures that impact participation in training.
% 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.	As Needed	30%	Training was provided to individual educators as required to support assistive technology.
Areas of Strength for the region	<p>The RISC continues to work with PSTs to develop, review and implement SSPs and IEPs in alignment with the Inclusive School Policy. The RISC audited all SSPs and IEPs and identified targeted areas for improvement.</p> <p>Schools are meeting more of the needs of complex students through Tier 3 supports such as sensory equipment and specialized programming.</p> <p>The TCSA has embraced the collaborative approach of Making a Plan (MAPs) to support the programming and transitioning of students with complex needs.</p>		
Areas for Development for the region	<p>Transition planning, tier 3 supports, and other specialized programming requirements have increased and continue to be in high demand in Tlicho schools.</p>		

Additional Comments/Requests for Support for the region	Due to an increase in the number of students with highly complex needs, transience, and poor attendance in our region, supports for individual students are constantly shifting. Staff are challenged to respond with school, regional and territorial supports to address immediate needs. This shifting landscape often required considerable changes mid-year to meet student needs which is inconsistent with predictable, and stable supports that most students require.
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Merril Dean	Education Psychology	Assessment, observation, IEP/SSP training, consultations	JWGS, MCS, CJBS, EMES	14 days	
Robyn Combres	Behaviourist Support	Consultation for Autism	EMES	1 day	
Northern Counselling and Therapeutic Services	Counselling	Health and Mental Wellness for our students	AAS/JWGS	1 week/month Due to COVID this was reduced to telephone appointments	
TinyEye	Speech and Language	Direct Therapy (on-line)	JWGS, MCS, CJBS, EMES	Service provision for SLP services daily at each school	

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 (\$)
\$81,073	1,116.63	Apps (for ipads)	
	26,349.90	ipads	
	469.24	Smart Pens	
	35,610.66	Materials to support tier 3 (ex: Equals math, OT equipment, self-regulation materials, tables for interventions, Brigance Life Skills program)	
	5,695.62	Shipping and Delivery	
	19,530.99	Training and Development (includes Staff Duty Travel)	

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.

Community	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
TCSA	\$ 115,877	\$ 115,877			

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 table details 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.	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 responsive in creating differentiated instruction.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	9	9	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	50%	40%	Although more class profiles were completed this year the focus was on individual students

% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	Met	
Number of students in temporary residency situations or homebound for whom education programs are provided.	2	0	Education is provided by the temporary residence
Number of times per month that the RISC meets with PSTs via video/phone conference?	1	Met	
Number of times per year that the RISC meet with the PSTs in person	4	Met	Due to COVID from March to June all meetings were held via online platforms
Areas of Strength for the region	Use of the evidence from the IEP/SSP audit to target improvements in these plans. The TCSA continues to support training in developing SSPs and IEPs that are consistent within the region and specific to the student. The schools have also embraced the use of Making a Plan (MAPs), a team approach to charting a path for the student and communicating with parents.		
Areas for Development for the region	Transition planning for those moving out of high school was an areas of focus for the 2019-20 school year. While the TCSA improved in this area, transition planning is also required in other grade and age transitions. The TCSA has identified other transitions such as entering school, grade K/1, 6, and 9 where further development is required. Collaboration with Career Education Advisors (ECE) and Career Officers (Tlicho Government) will play an important role in improving in this area for students transitioning to high school, post-secondary, and direct to work.		
Additional Comments for the region			

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.	As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning through purposeful coaching and in-servicing for teachers, and quality career path supports for students in grades 7-12. This ensures that principals create conditions in the use of flexible instructional strategies and to develop learning environments that foster oral language, reading, and literacy.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	50%	70%	With an increase of complex needs students PSTs supported SAs to meet the needs of those on IEPs, SSPs and behavioural plans.
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	
% of classroom teachers who will meet with the PST at least once a month.	50%	50%	
% of support assistants who will meet with PST at least once a month.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	

<p>% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools that have a fair process for equitable access to extra-curricular activities.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Purposeful collaboration times were embedded into teacher and support assistant schedules to work with the PST to support Tier 1, Tier 2 and Tier 3 instruction. Increased professional development for SAs in the areas of autism, speech and language (SLP) and sensory skills and programming. Nonviolent Crisis Intervention (NVCI) was facilitated with a group of SA.</p>		
<p>Areas for Development for the region</p>	<p>Continued support of SAs with professional development in the areas of complex needs to include: NVCI, SLP, behavioural, occupational therapy, sensory and self-regulation.</p>		
<p>Additional Comments for the region</p>	<p>Schools accessed both territorial and contract provider resources to better support specific complex needs.</p>		

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 table details 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.	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, and are now working to refine processes that ensure students' needs are met.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
Areas of Strength for the region	All schools have a referral system and allocated time for their SBST meeting. School Based Support Teams accessed territorial resources for additional supports when needed (ex: SLP, OT, counselling, and Child Development Team (CDT)).		

Areas for Development for the region	Strengthen territorial and community partnerships by inviting partners to the SBST meetings to provide ‘wrap around’ care.
Additional Comments for the region	Documentation from SBST meetings ideally would be accessible and stored in TIENET to ensure meeting minutes and action logs for individual students are kept with the student’s file. This change to the systemic record keeping practice requires support from ECE.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	AAS	Biweekly for 1 hour	Partially Met	Staff turnover resulted in a longer training time, so these meetings were held less often and more informally.
	CJBS	Biweekly for 1 hour	Met	
	EMES	Biweekly for 1 hour	Met	
	JWGS	Biweekly for 1 hour	Not Met	Staff capacity due to vacancies.
	MCS	Biweekly for 1 hour	Partially Met	Met when needed; continued support required to formalize and improve SBST.

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 table details 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.	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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	

<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>All TCSA schools continue to do home visits at least once a year. During these visits supporting documents such as SSPs and IEPs are reviewed with student and parents/guardians.</p> <p>Making a Plan (MAPs) sessions were completed with some students on IEPs. This is a collaborative approach that includes community partners, parents, teachers and student to develop a comprehensive plan to support individual programming.</p> <p>Transition support for high school students with complex needs has been an area of strength this year. An intergovernmental group (TCSA, Tlicho Government, and GNWT – Career Education Advisors), have begun to expand these transition supports to all graduating students, and students in other transitions such as 6/7, 9/10, and throughout high school.</p> <p>IEP and SSP audits are completed by the RISC in November, and at each reporting period. Audits have improved consistency and directed professional development to improve IEPs and SSPs.</p>		
<p>Areas for Development for the region</p>	<p>To continue with MAP sessions and transition planning for all students in alignment with CALM.</p>		
<p>Additional Comments for the region</p>			

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.	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 89% of our population, 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%.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	50%	0%	Due to the high number of SSP and IEPs, vacancies in staffing, and combined PST roles all PSTs were unable to meet the 60% benchmark. Most PSTs reported approximately 40% of their time directly supporting teachers.
% of PSTs meeting the 25% benchmark of their time directly supporting students.	20%	15%	PSTs worked to support the high number of students with complex needs which often

			exceeds the 25% benchmark of their time directly supporting students.
% of PSTs spending no more than 15% of their time on planning and organizational duties	20%	0%	Due to the high number of SSPs and IEPs, and the large amount of service supports in place administrative duties account for approximately 25% of PSTs time.
Areas of Strength for the region	<p>Although the 60% benchmark was not met there was an increase in scheduled collaborative coaching time between teachers and PSTs to directly support teachers. This structured dedicated time was targeted and purpose to support individual teacher learning plans.</p> <p>Schools with multiple PST positions took a strength based approach to support student achievement minimizing overlap and allowing for PSTs to focus in different areas.</p>		
Areas for Development for the region	Continued territorial and regional supports for professional development for teachers and SAs/SNAs to train them on 'best practice' strategies for students with complex needs.		
Additional Comments for the region			

4. Indigenous Languages and Education

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

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 centralized 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	1.0	-	1.0	

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, 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)
AAS	0.50	1.0	-	1.0	
CJBS	4.03	2.87	-	2.87	

EMES	2.32	3.87	Offers an immersion program which requires additional staffing that results in lower staffing in other schools in the region	5.61	Immersion program staff
JWGS	1.00	0.87	-	0.87	
MCS	1.63	1.0	-	1.0	
TOTAL	9.48	9.61	-	11.35	EMES Immersion program is now funded under IL

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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)
AAS	\$33,500	\$33,500	-	\$33,500	
CJBS	\$42,000	\$42,000	-	\$42,000	
EMES	\$31,500	\$31,500	-	\$31,500	
JWGS	\$31,250	\$31,250	-	\$31,250	
MCS	\$36,300	\$36,300	-	\$36,300	
TOTAL	\$174,550	\$174,450	-	\$174,450	

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. It is important for 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.

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

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>As part of our strategic goals, the TCSA has set a priority to promote Tłchq language, culture, and way of life by contributing to revitalization, maintenance, and promotion of Tłchq culture and language through active involvement of community members in seasonal cultural activities including camps (fish camps, winter camps, and rites of passage), in-school supports, and advisory committees.</p> <p>The TCSA has a history of promoting the family to school relationship through home visits for report card delivery, family literacy nights, school name-day feasts, school hosted events (career fair, guest speakers, heritage fairs), and participation in community events such as hand games and drum dances. This also includes partnering with community organizations to participate in Tłchq Aquatic Environmental Monitoring Program (TAEMP) camps, and Imbe Program.</p> <p>CJBS and EMES have designated Elders’ rooms. These rooms and the larger school facility are often the location for community events like Tłchq Government meetings at CJBS and the annual Tłchq Gathering was held at MCS. Tłchq Government Youth Council gathering are also hosted in the schools.</p> <p>In 2018-19, the TCSA piloted a full time Wellness Elder in each school; we hope to continue this pilot pending funding.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%	
% of schools with Elders in Schools programming	100%	100%	
% of schools hosting community gatherings rooted in local cultures	100%	100%	
Areas of Strength for the region	<p>School Wellness Elders were selected in partnership with schools, community leaders and TCSA.</p> <p>All schools have ILE teams with dedicated time to work on school action plans.</p>		
Areas for Development for the region	<p>The TCSA will continue to provide training for Wellness Elder, Young-Elders in-training, and Elders with their role and responsibilities within the schools.</p> <p>The TCSA will continue to support ILE teams to develop action plans and set targets to support staff and students adopting a whole school approach to language that goes beyond signage and simple phrases.</p>		
Additional Comments for the region	<p>Culture programming needs to be responsive to feedback from camps, Elder activities, and events in the school. After each cultural activity a report back to the coordinator would give an opportunity to reflect on areas of strength and areas to improve.</p> <p>In addition to school level projects and events the TCSA was able to secure funding for eight full time Indigenous Health and Wellness Elders (IHWE) at all five schools. These Elders support cultural identity as well as mental health supports for all students.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school (i.e. Part-time/full-time/project or event specific)	AAS	Project or event specific	1 – IHWE Met	Events after March 6 were cancelled due to COVID-19 IHWE – not hired yet
	CJBS	Project or event specific	2 – IHWE Met	Events after March 6 were cancelled due to COVID-19 1 IHWE – not hired yet
	EMES	Project or event specific	2 – IHWE Met	Events after March 6 were cancelled due to COVID-19
	JWGS	Project or event specific	1 – IHWE Met	Events after March 6 were cancelled due to COVID-19
	MCS	Project or event specific	2 – IHWE Met	Events after March 6 were cancelled due to COVID-19 1IHWE – not hired yet
Type of activities provided through Elders in Schools (description/grades)	AAS	JK-10: Storytelling, on-the-land camps, celebration days, heritage fair	Celebrate Indigenous Remembrance Day Met	Achieve until March 06, 2020 Partially met due to COVID-19
	CJBS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair	Met	Achieve until March 06, 2020 Partially met due to COVID-19
	EMES	JK-6: Storytelling, on-the-land camps, celebration days, heritage fair	Met	Achieve until March 06, 2020 Partially met due to COVID-19
	JWGS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair	Partially met (no celebration day)	Achieve until March 06, 2020 Partially met due to COVID-19
	MCS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair	Met (exceeded - Feeding of the Fire Sewing/Beading HS projects)	Achieve until March 06, 2020 Partially met due to COVID-19
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered	AAS	Authentic Tł̓chq seasonal activities and celebration	Met - Thanksgiving feast Not met – name sake day and	Achieve until March 06, 2020 Partially met due to COVID-19

to build school-community relationships		(Alexis Arrowmaker Day) Annual Tł̓ch̓q̓ Yati Celebrations	language celebration	
	CJBS	Authentic Tł̓ch̓q̓ seasonal activities and celebration (Chief Jimmy Bruneau Day) Annual Tł̓ch̓q̓ Yati Celebrations	Met - Thanksgiving feast, name sake day Not met - language celebration	Achieve until March 06, 2020 Partially met due to COVID-19
	EMES	Authentic Tł̓ch̓q̓ seasonal activities and celebration (Elizabeth Mackenzie day) Annual Tł̓ch̓q̓ Yati Celebrations	Met - traditional food feast, name sake day, slippers/ moccasins for all grade 6 grads Not met - language celebration, year-end feast	Achieve until March 06, 2020 Partially met due to COVID-19
	JWGS	Authentic Tł̓ch̓q̓ seasonal activities and celebration (Jean Wetrade Day) Annual Tł̓ch̓q̓ Yati Celebrations	Met - Thanksgiving feast Not met - name sake day, language celebration	Achieve until March 06, 2020 Partially met due to COVID-19
	MCS	Authentic Tł̓ch̓q̓ seasonal activities and celebration (Name sake day) Annual Tł̓ch̓q̓ Yati Celebrations	Met - bannock lunch Not met - name sake day, language celebration	Achieve until March 06, 2020 Partially met due to COVID-19

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness training.</p>	<p>The TCSA wishes to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic Tłıchǫ 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.</p> <p>100% of teachers have received Residential Schools Awareness training in 2018-19; the TCSA offers this training every other year. All new TCSA teachers also receive this training at the New to the North Conference.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>Regional Orientation (all staff -100%)</p> <p>Twice a year in-services (all language instructors, culture instructors, and immersion EAs)</p>	<p>100% training for Northern educators</p> <p>100% Cultural Orientation. ILE workshop</p>	<p>Achieve until March 06, 2020</p> <p>Partially met due to COVID-19</p>
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>	<p>80%</p>	<p>JWGS was not able to hold their school based staff</p>

			cultural orientation day (cancelled due to COVID)
Type of Residential School Awareness Training provided and # of teachers/staff participants	All staff participate in training (alternating years: 2018-19 Blanket Exercise)	Done every second year	Residential School Awareness was done 2018-2019 school year
Areas of Strength for the region	Outside of formal residential schools training, Elders and community members have shared their residential school stories and new books were purchased to support staff in delivering this part of the curriculum. Understanding the legacies of residential schools is a common part of leadership, school based, and in communications with parents.		
Areas for Development for the region	Strong need for support and counseling for people who shared their story and for those who heard the story, and continuing to build positive relationships between the community and the school.		
Additional Comments for the region	The TCSA is committed to the strong need for supporting and counselling students with the generational effects of the residential school legacy and will continue to work in partnership with communities, board members, TG, and health to be culturally responsive.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	AAS	Seasonal traditional Tłıchų activities and events. 100% (regional and school based events) Fall Harvest Camp: Tłıchų immersion camp, spiritual connection to the land, and fishing. Winter Camp: trapping for wolves, fox, snaring rabbits and winter survival	Regional Cultural Orientation day – August 26, 2019: 100% of staff (included: hike with storytelling, cultural protocol 101, Tlıcho Agreement, Dene Games, crafting) School based: 100% of staff	School targets were 'school culture days' not staff Cultural Orientation Days.
	CJBS	Seasonal traditional Tłıchų activities and events. 100%(regional and school based events) Fall Camp: fish, trapping, snaring, boating, and canoeing. Winter Camp: fishing, different traps and snare, safety, fire, Dene skills. Spring Camp: rites of passage, Dene skills, water, canoeing, fishing, big animals, and muskrats.	Regional Cultural Orientation day – August 26, 2019: 100% of staff (included: hike with storytelling, cultural protocol 101, Tlıcho Agreement, Dene Games, crafting) School based: 100% of staff – canoeing, fishing, bannock making, caribou preparation, and rat root collecting	Achieve until March 06, 2020 Partially met due to COVID-19
	EMES	Seasonal traditional Tłıchų activities and events. 100%(regional and school based events) Fall Harvest Camp:	Regional Cultural Orientation day – August 26, 2019: 100% of staff (included:	Achieve until March 06, 2020 Partially met due to COVID-19

		<p>Medicine, berries, plants, trees, and fire.</p> <p>Winter Camp: camping skills, ice fishing, and cultural expectations on the land.</p> <p>Spring Camp: boat safety, overnight camps, muskrat push-ups, and connected to classroom lessons.</p>	<p>hike with storytelling, cultural protocol 101, Tlicho Agreement, Dene Games, crafting)</p> <p>School based: 100% of staff</p>	
	JWGS	<p>Seasonal traditional Tłıchǫ activities and events.</p> <p>100%(regional and school based events)</p> <p>Fall Camp: camping, Dene skills, water (kayaking), fish, and hides</p> <p>Winter/Spring Camp: camping, survival, clothing, ori, traveling on land, fire, dry fish and other food, and Dene Games.</p>	<p>Regional Cultural Orientation day – August 26, 2019: 100% of staff (included: hike with storytelling, cultural protocol 101, Tlicho Agreement, Dene Games, crafting)</p> <p>School based: 0% of staff</p>	School Culture day cancelled in June due to COVID
	MCS	<p>Seasonal traditional Tłıchǫ activities and events.</p> <p>100%(regional and school based events)</p> <p>Fall Camp: fish, medicine, offerings, and visiting local sites of importance</p> <p>Winter Camp: Dene skills, survival, and camp skills</p> <p>Spring: safety and importance of water, boating, and welcoming back animals/sun.</p>	<p>Regional Cultural Orientation day – August 26, 2019: 100% of staff (included: hike with storytelling, cultural protocol 101, Tlicho Agreement, Dene Games, crafting)</p> <p>School based: 100% of staff – cookout of traditional</p>	

			food, checked fishing nets	
Number of local resource people involved in planning and delivering Cultural Orientation Days (regional and school based).	AAS	Elders, camp helpers, youth, and leaders ~8-10	Regional: 10 School: 2	
	CJBS	Elders, camp helpers, youth, and leaders ~8-10	Regional: 10 School: 4	
	EMES	Elders, camp helpers, youth, and leaders ~8-10	Regional: 10 School: 8	
	JWGS	Elders, camp helpers, youth, and leaders ~8-10	Regional: 10 School: N/A	JWGS culture day was planned for June and cancelled due to COVID
	MCS	Elders, camp helpers, youth, and leaders ~8-10	Regional: 10 School: 2	

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>The Tłıchǰ region has a long and rich history of offering innovative and unique language programming including the Tłıchǰ immersion, cultural programming, barren land hunts, Tłıchǰ family language supports, numerous resources (Tłıchǰ books, songs, posters, videos, alphabet charts, chants), and development of extensive kits to support families and schools. In the strategic plan, the TCSA has prioritized continuing to contribute to revitalization, maintenance and promotion of Tłıchǰ culture and language through whole school approaches to Tłıchǰ Yati. This includes daily morning greetings, O’ Canada and prayers in Tłıchǰ, songs, and Tłıchǰ words/phrases throughout school routines. This whole school approach to language supports reconciliation and honours the valuable gifts of language and culture.</p> <p>Tłıchǰ customs are also promoted by including “Feeding of the Fire” at the beginning of the school year and at other important events. All teachers are supported to understand and promote these customs through initiatives like Culture Based Integrated Planning (CBIP), Tłıchǰ History Project, and Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	

% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Much more effort is being made by school staff and students to use Tłıchq̓ in the school. Tłıchq̓ can be heard in the hallways, in the classroom and in some homes. The TCSA boasts a large number of Tłıchq̓ speakers in the schools (including language instructors, and support staff). Accessing this resources has been vital to increase Tłıchq̓ language usage in schools. Many speakers report feeling that they are being encouraged to speak in their language throughout the work day, and non- Tłıchq̓ speakers are working to learn more.		
Areas for Development for the region	ILE teams will continue to develop systemic approaches to support language growth by moving from monthly words and phrases to using Tłıchq̓ more in conversation.		
Additional Comments for the region	Build stronger community partnerships to make Tłıchq̓ yati more visible and stronger in the community and in the homes.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	TCSA	Move all Tłıchq̓ Language books into circulation at community libraries	Partially met - Tłıchq̓ books were scanned and hard copies were sent to the school to be put up in the library.	Approximately 30% of Tłıchq̓ books were scanned.
	AAS	All staff participate in Tłıchq̓ language lessons Immersion Camp Pictures of Elders Handmade crafts displayed	Met	School begins with morning exercise in Tłıchq̓. Words and phrases are used in the whole school as much as possible.

		Bilingual signage		
	CJBS	Use 'phrase of the month' to promote key greetings in Tłıchǫ at staff meetings and announcements Pictures of Elders Handmade crafts displayed (ex: canoes, art) Bilingual signage	Met	Morning greetings include challenges for the whole school. Tłıchǫ phrases are said and the class translate them together. One or two student go to the office to say the phrase and say what it means.
	EMES	Use 'phrase of the month' to promote key greetings in Tłıchǫ at staff meetings and announcements Pictures of Elders Handmade crafts displayed Culturally responsive posters Bilingual signage	Met	Morning greetings involves student who want to volunteer doing the song and prayers.
	JWGS	100% of school participate in Tłıchǫ morning prayers and O'Canada Pictures of Elders Handmade crafts displayed (ex: wolverine, canoe) Bilingual signage	Met	Morning greetings – visitors are invited to do song, prayers and positive messages to the students.
	MCS	100% of school participate in Tłıchǫ morning prayers and O'Canada Pictures of Elders Handmade crafts displayed Signage	Met	Morning prayer is done by a student. Tłıchǫ song O'Canada is sung. Students are challenges to translated Tłıchǫ phrases.

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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through the Tłıchǫ History project, seasonal camps, language revitalization projects, Tłıchǫ dictionary, and TRC initiatives. These support Tłıchǫ 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.</p> <p>We pride ourselves in the Tłıchǫ 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.</p> <p>TCSA schools embrace an authentic way of teaching and learning for both students and school staff. As such, there is no differentiation in the targets or expectations for each school. All staff are expected to provide to the best of their abilities:</p> <ul style="list-style-type: none"> - Experiential opportunities that integrate the land, the people, the traditional knowledge and language; - Holistic approaches founded in the Dene Kede teachings
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	<p>(relationship with the land, with others, the spiritual world and with one’s self);</p> <ul style="list-style-type: none"> -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. <p>To support new staff collaboratively designed initiatives such as Culture Based Integrated Planning (CBIP), Tłıchq History Project, Indigenous Health and Wellness Elders, and numerous resources dedicated to camps and Tlıcho language development offer a foundation on which to build their capacity to deliver Indigenized approaches to educations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.	Continue to provide onsite support for regional projects (Tłıchq History, CBIP)	Partially met	Most grade 1-9 students and teachers are aware of Tłıchq History. Classroom presentation was done and all the resources were given to the teacher.
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%	100%	
Areas of Strength for the region	<p>The TSCA has a cultural based integrated approach to learning allowing for rich cultural opportunities for students in grade JK -9. The Dene Kede and Tłıchq History resources are core in the planning and learning of students.</p> <p>Locally developed courses such as Gonaowok’e, drumming, Tlıcho Agreement, and beading for High School continues to be popular giving our students opportunity to learn about their Tlıcho identity and way of life.</p>		
Areas for Development for the region	<p>The TSCA will continue to support on-site embedded coaching for all teachers, administration and support assistants in the area of culture and language.</p>		

	The RILE will continue to develop resources to support high school and other locally developed courses that support Dene Kede and Tłıchǫ language, history, and way of life.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).	TCSA Schools	Spiral, holistic, experiential and relational practices through: whole school approach to language, CBIP, Tłıchǫ History Project, IHWE, culture camps, Namesake day, greetings and reflections, unit plans reflect Dene Kede.	Partially Met	<p>Teachers use Dene Kede as foundation. Request from schools are made for Elders and for other resources.</p> <p>Schools make visits to community senior home to demonstrate what students had learned in Tłıchǫ and about Tłıchǫ history.</p> <p>As this is a foundational piece the TCSA recognizes that continued work to improve is required to ensure these targets are fully embraced and systemically implemented.</p>

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

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through “Strong Like Two People” as a way of life and vision statement for TCSA schools. The mission is integrated into all subjects and grades, including a graduation designation that honours students who demonstrate through 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, Tłıchǫ History, and numerous Tłıchǫ language books.</p> <p>As previously indicated the TCSA already takes an Indigenizing approach to Indigenizing content for curricula and programming. There are no school level targets as all schools aim to work towards spiral, holistic, relational, and experiential approaches. While this looks different for new verses veteran teachers, high school verses elementary teachers, or Indigenous verses non-Indigenous teachers, we expect all teachers to actively Indigenize their practice.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>Regional workshops, holistic indigenizing practices, Tłıchǫ History (stories) and cultural activities.</p>	<p>Met</p>	

% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	<p>The TCSA boasts many teachers, support assistants, culture assistants and coordinators that are fluent in Tłıchǵ Yatı (language) and strong in their traditional skills and can offer diverse experiences and knowledge to support teachers in culture based integrated planning which is grounded in Dene Kede.</p> <p>In 2019-2020, the TCSA recognized the need to improve on the land programming and developed the 'Camp Guidebook' to support the connection between classrooms and camps.</p>		
Areas for Development for the region	Training and in-service for local staff to empower them to share their Tłıchǵ language and culture with others.		
Additional Comments for the region	Need to collaborate and partner with other organizations for next generation to develop skills and knowledge (eg. TEP program).		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	TCSA	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, Tlıcho language, strong culture camp connections, and by working collaboratively with school and community.	100%	<p>Dene Kede learning outcomes are in curriculum mapping so that teachers can include DK in their long range plan.</p> <p>100% Primary and Elementary as part of OLC, CBIP and Tłıchǵ History.</p> <p>100% in Junior High – OLC and Tłıchǵ History</p> <p>100% in High School – locally developed</p>

		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).		courses
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Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 offer key cultural experiences	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłı̨cẖ 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 Tłı̨cẖ 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.</p> <p>Students are given multiple opportunities to learn on the land; at least 3 seasonal camps per school (some overnight), exchange programs, rites of passage camps, camps provided by community partners (TAEMP, and ı̨mbe), and activities for culture based programming.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%	
% of schools with Key Cultural Experiences that include full staff participation.	100%	100%	

Areas of Strength for the region	Some schools can run On-the-Land camp on their own with their staff. Many of them have been involved in preparing, running the camp and taking the camp down. Some schools are beginning to use students in Gonaowok'e to act as camp leaders and helpers.
Areas for Development for the region	Need to provide training for licences for staff and local people (ex: boat operators, gun licencing, Wilderness First Aid, ice thickness, safe operation of sharp tools, WSC workplace inspections, etc). Cultural staff also need to learn from Elders about local geography, histories, traditions, and practices. These skills create authentic experiences beyond simply 'being at a camp'.
Additional Comments for the region	Partnership with local governments and stakeholders continue to be of growing importance. The TCSA values the partnerships with Tlicho Government and Community Government in this area.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	AAS	daily	Caribou hide tanning, crafts	Achieve until March 06, 2020 Partially met due to COVID-19
	CJBS	daily	Drumming, Handgame, sewing classes	Achieve until March 06, 2020 Partially met due to COVID-19
	EMES	daily	Drumming, Handgame, sewing, beading, singing, storytelling	Achieve until March 06, 2020 Partially met due to COVID-19
	JWGS	daily	Bannock making, feeding the fire	Achieve until March 06, 2020 Partially met due to COVID-19
	MCS	daily	Handgames, storytelling, sewing, beading	Achieve until March 06, 2020 Partially met due to

				COVID-19
Type of Key Cultural Experiences provided	AAS	Seasonal camps, celebrations, CBIP activities	1 week fall camp 1 week Take Kids Trapping	Achieve until March 06, 2020 Partially met due to COVID-19
	CJBS	Seasonal camps, celebrations, CBIP activities	Fall camp – fish camp, berry picking, traditional medicine	Achieve until March 06, 2020 Partially met due to COVID-19
	EMES	Seasonal camps, celebrations, CBIP activities	Fall (berry picking, traditional medicine, rabbit) and Winter Camp support (fish, rabbit, muskrat), Spring Camp, Heritage Fair	Achieve until March 06, 2020 Partially met due to COVID-19
	JWGS	Seasonal camps, celebrations, CBIP activities	Cultural art on canvas, sewing projects, feeding fire	Achieve until March 06, 2020 Partially met due to COVID-19
	MCS	Seasonal camps, celebrations, CBIP activities	Fall –traditional medicine Winter- survival camps	Achieve until March 06, 2020 Partially met due to COVID-19
% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.	AAS	100%	100%	
	CJBS	100%	100%	
	EMES	100%	100%	
	JWGS	100%	100%	
	MCS	100%	100%	

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.

<p>Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.</p>	<p>As part of the TCSA strategic plan, the TCSA will contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through language instruction, heritage fairs, and culturally integrated classrooms.</p> <p>TLC houses extensive resources that support Tłıchǫ language instruction, heritage fairs, and culturally integrated classrooms. Other resources include books, posters, artifacts, culture kits created to support Dene Kede units. These resources are being digitized and moved into libraries.</p>
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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	Partially met	5 books were created. Songs and anchor charts were delayed due to COVID.
Number of staff receiving training and support for development of Indigenous language resources.	12	12	
Areas of Strength for the region	Many materials and resources were developed by the TCSA over the years. Many books had been shared with families outside NWT based on request. ECE supported the TCSA to translate several books and record a book in Tłıchǫ for the ECE <i>Our Language Curriculum</i> resources.		
Areas for Development for the region	Need to align the vast materials and resources to OLC and High School LDC and put inventory on TCSA website to make accessible. This project has been identified for 2020-21 as a		

	special project to ensure resources are not lost.
Additional Comments for the region	

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)
Wekweètì	\$13,963	\$13,963	-			Achieve until March 06, 2020 Partially met due to COVID-19
Behchokò - Edzo	\$23,651	\$23,651	-			Achieve until March 06, 2020 Partially met due to COVID-19
Behchokò - Rae	\$17,714	\$17,714	-			Achieve until March 06, 2020 Partially met due to COVID-19
Gamètì	\$14,675	\$14,675	-			Achieve until March 06, 2020 Partially met due to COVID-19
Whatì	\$17,436	\$17,436	-			Achieve until March 06, 2020 Partially met due to COVID-19
TOTAL	\$87,439	\$87,439	-			

Appendix B: Operating Plan - Operating Budget

Annual Budget - Consolidated

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	17,109,542	16,293,580	16,293,580
Indigenous Languages Contributions	-		101,000
French Language Contributions	-		-
ECE Other Contributions	147,000	140,000	133,665
Sub-Total ECE	17,256,542	16,433,580	16,528,245
GNWT Other Contributions	131,500	116,600	110,848
Total GNWT	17,388,042	16,550,180	16,639,093
Federal Government Jordan's Principle	1,819,850	-	430,200
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	30,000	25,000	61,513
Donations			6,200
Other	203,000	55,000	400,163
Total Generated Funds	233,000	80,000	467,876
TOTAL REVENUES	19,440,892	16,630,180	17,537,169
EXPENSES			
Administration (see Schedule 2)	1,389,922	1,341,348	1,342,759
School Programs (see Schedule 2)	13,071,665	10,984,005	11,864,514
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	3,366,341	3,452,674	3,278,085
Indigenous Languages and Education (see Schedules 2 & 4)	2,056,598	1,928,628	2,033,471
Student/Staff Accommodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	19,884,526	17,706,655	18,518,829
Amortization (see Schedule 6)	40,000		
TOTAL EXPENSES	19,924,526	17,706,655	18,518,829
ANNUAL OPERATING SURPLUS (DEFICIT)	(483,634)	(1,076,475)	(981,660)
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,215,677	2,197,337	2,197,337
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	732,043	1,120,862	1,215,677

Annual Budget – DEC Details of Expenses

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		7,203,623					7,203,623
Regional Coordinators (RISC/RILE)				167,027	358,878		525,905
Program Support Teachers				1,197,125			1,197,125
Wellness Counsellors							-
Support Assistants		1,247,967		1,533,289	411,652		3,192,908
Indigenous Language Instruction					907,832		907,832
Cultural Resource Staff							-
Elders in Schools							-
Non Instructional Staff	1,047,922	2,024,327					3,072,249
Board/Trustee Honoraria	40,000						40,000
EMPLOYEE BENEFITS							
Employee Benefits/Allowances		150,000					150,000
Leave And Termination Benefits							-
STAFF DEVELOPMENT (Including Travel)							
	25,500	35,000		176,400	40,000		276,900
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	40,000						40,000
Postage/Communication	57,200	85,096			1,000		143,296
Utilities							-
Heating							-
Electricity							-
Water/Sewage							-
Travel (Duty Travel)	74,000	9,500		27,000	25,000		135,500
Student Transportation (Busing)		590,864					590,864
Advertising/Printing/Publishing							-
Maintenance/Repair	2,500	72,200			6,000		80,700
Rentals/Leases	6,000	45,350			4,000		55,350
Other Contracted Services	23,500	687,350		180,000	93,000		983,850
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology							-
Materials	71,500	891,288		84,000	208,736		1,255,524
Freight	1,800	29,100		1,500	500		32,900
DEBT SERVICE							
							-
OTHER							
							-
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,389,922	13,071,665	-	3,366,341	2,056,598	-	19,884,526
AMORTIZATION							
		40,000					40,000
TOTAL	1,389,922	13,111,665	-	3,366,341	2,056,598	-	19,924,526

Annual Report – Inclusive Schooling

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	167,027		167,027
Program Support Teachers	1,197,124		1,197,124
Wellness Counsellors			-
Support Assistants	1,533,290		1,533,290
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			-
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	203,400		203,400
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			-
Student Transportation (Busing)*			-
Other Contracted Services	180,000		180,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology			-
Materials	84,000		84,000
Freight	1,500		1,500
TOTAL			
	3,366,341	-	3,366,341

Annual Report – Indigenous Languages

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators			358,878	358,878
Indigenous Language Instruction	1,319,484			1,319,484
Cultural Resource Staff				-
Elders in Schools				-
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances			40,000	40,000
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				-
Travel			25,000	25,000
Student Transportation (Busing)*				-
Advertising/Printing/Publishing				-
Rentals/Leases	4,000			4,000
Other Contracted Services	67,000	25,000	7,000	99,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	103,550	91,247	14,939	209,736
Freight			500	500
TOTAL	1,494,034	116,247	446,317	2,056,598

Annual Budget – PYs

	<u>Person Years</u>
Administration Staff	7.00
Territorial Schools:	
Teachers	52.00
Consultants	3.00
Classroom Assistants	
Secretaries	4.54
Custodians	8.13
School Community Counsellors	1.00
Other - Specify	
Bus Driver, Cook	5.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	8.00
Wellness Counsellors	
Support Assistants	16.51
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	2.00
Indigenous Languages Instruction Staff	11.35
Other - Specify	
Total Person Years	<u>119.53</u>

Annual Budget – Accumulated Surplus

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

		2019-2020 Budget	
	TOTAL ACCUMULATED SURPLUS OPEN	1,215,677	1,215,677
	Opening Balance Investment in Tangible Capital Assets	400,000	
	Less : Amortization (enter negative)	(40,000)	
	Plus : Capital acquisitions	-	
	Plus : Debenture principal repayment	-	
	Closing Balance Investment in Tangible Capital Assets	360,000	
	Opening Balance LED Reserve	-	
	Transfer from (to) operating fund surplus	-	
	Closing Balance LED Reserve	-	
	TOTAL ACCUMULATED SURPLUS CLOSING		732,043
	ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	372,043	372,043
			REPRESENTED BY:
	Opening Balance Operating Surplus	815,677	
	Plus : Annual Surplus (enter positive) or	-	
	Less : Annual Deficit (enter negative)	(483,634)	
	Amortization	40,000	
	Capital acquisitions	-	
	Debenture principal repayment	-	
	Plus : Transfer from Investment In Capital Assets	40,000	
	Plus : Transfer from (to) Decentralized Accumulated Surplus	-	
	Plus : Transfer from (to) Capital Fund Reserve	-	
	Plus : Transfer from (to) LED Reserve	-	
	Closing Balance Operating Surplus	372,043	372,043
	Opening Balance Decentralized Surplus	-	
	Transfer from (to) operating fund surplus	-	
	Closing Balance Decentralized Surplus	-	-
	Opening Balance Capital Fund Reserve	-	
	Transfer from (to) operating fund surplus	-	
	Closing Balance Capital Fund Reserve	-	-

Appendix C: Annual Report - Audited Financial Statements

Statement I

**Tłıchǫ Community Services Agency
Education Division
Statement of Operations
For the year ended June 30, 2020**

	Unaudited 2020 Budget	2020 Actual	2019 Actual
Operating Fund - Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	\$ 17,109,542	\$ 17,482,237	\$ 16,509,282
Teaching and Learning Centres	-	-	101,000
ECE Other Contributions	147,000	183,190	202,915
Total ECE (Note 9)	17,256,542	17,665,427	16,813,197
GNWT Other Contributions (Note 10)	131,500	96,248	131,274
Total GNWT	17,388,042	17,761,675	16,944,471
Government of Canada - Jordan's Principle	1,819,850	1,286,027	271,251
Generated Funds			
Investment Income	30,000	51,833	61,585
Other (Note 11)	203,000	386,611	420,461
Total Generated Funds	233,000	438,444	482,046
Total Revenue	19,440,892	19,486,146	17,697,768
Operating Fund - Expenses			
Aboriginal Language/Cultural Programs (Schedule 2)	2,056,598	1,883,825	2,059,020
Administration	1,389,922	1,259,517	1,589,002
Inclusive Schooling (Schedule 3)	3,366,341	3,204,037	3,387,556
School Programs	13,111,666	12,954,347	11,810,288
Total Expenses (Note 16)	19,924,527	19,301,726	18,845,866
Operating Surplus/(Deficit)	\$ (483,635)	\$ 184,420	\$ (1,148,098)
Opening Accumulated Surplus	1,049,238	1,049,238	2,197,336
Closing Accumulated Surplus	\$ 565,603	\$ 1,233,658	\$ 1,049,238
Amortization	56,565	56,565	-
Capital acquisitions	(395,955)	(395,955)	(395,955)
Closing Operating Accumulated Surplus	\$ 226,213	\$ 894,268	\$ 653,283

Approved



Chief Executive Officer



Chairperson

See the accompanying notes and schedules

Approvals

Operating Plan



Education Body Chair

June 28, 2019

Date

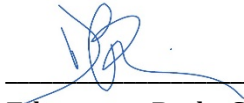


Superintendent

June 28, 2019

Date

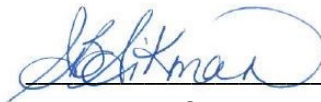
Annual Report



Education Body Chair

September 25, 2020

Date



Superintendent

September 28, 2020

Date

Education Accountability Framework

Yellowknife Catholic Schools

Annual Report

For the 2019-20 School Year

Yellowknife Catholic Schools



*Where Learning Lights the Spirit
Où l'apprentissage reflète l'Esprit
Yedàr Nezy T'à Hoghàgoetq.*

Cadre de responsabilisation en éducation

Écoles catholiques de Yellowknife

Rapport annuel

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Yellowknife Catholic Schools' Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Catholic Schools' priorities for the upcoming school year.

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

Yellowknife Catholic Schools (YCS) Goals and Objectives for 2019-2020

YCS will have a new Superintendent in place for the 2019-2020 school year, as the present Superintendent is retiring. Given the change in Senior Administration, the Board will begin the process of developing a new three-year strategic plan during the 2019-2020 school year.

Our goals for next year 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.

Targets:

- Increase the number of staff and students developing leadership capacity in the use of technology as a teaching and learning tool.
- Continue to support staff in development of literacy and numeracy strategies and instruction
- Staff will participate in a curriculum compacting exercise at the high school level through the identification of essential skills.
- 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 staff at all three schools

Plan de fonctionnement – Sommaire

Le plan de fonctionnement des Écoles catholiques de Yellowknife pour l'année scolaire 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Buts et objectifs des Écoles catholiques de Yellowknife (ECY) pour 2019-2020

Comme le surintendant actuel prend sa retraite, les Écoles catholiques de Yellowknife auront un nouveau surintendant en poste pour l'année scolaire 2019-2020. La haute direction changera également; la commission scolaire entreprendra donc au cours de l'année scolaire 2019-2020 l'élaboration d'un nouveau plan stratégique triennal.

Nos objectifs pour la prochaine année demeurent les suivants :

- Favoriser le questionnement et la collaboration au moyen de l'intégration d'outils techniques et de la création de salles de classe du 21^e siècle
- Fournir des cours de littératie et numératie dans le cadre de programmes axés sur la collaboration et l'aide
- Développer des citoyens riches sur le plan spirituel et culturel, qui montrent un sens de la justice sociale et une conscience communautaire

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
- Continuer de soutenir le personnel dans l'élaboration de stratégies d'enseignement et d'acquisition de la littératie et de la numératie
- Inviter le personnel à participer à un exercice de condensation de la matière au niveau secondaire grâce à l'identification de compétences essentielles
- 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

Annual Report - Executive Summary

The Yellowknife Catholic Schools' Annual Report for the 2019-2020 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:

Yellowknife Catholic Schools (YCS) has had a successful year in many ways despite the disruption to regular operations and learning environments due to COVID19. Prior to school closures we were able to meet many of our regional targets despite having a reduced length to the school year.

We continue to have great successes with our Wiliideh Yati program at Weledeh Catholic School (WCS). Our students have shown progress on the language assessment scale, and the introduction of Wiliideh Yati in Grade 8 at Ecole Saint Patrick's High School (ESPHS) has been successful. This year we introduced Willideh Yati to the Junior Kindergarten (JK) and Kindergarten (K) students at WCS, as well as grade 9 at ESPHS in the second semester. Unfortunately, due to school closures, the program was cut short and therefore did not witness much progress at this level. Willideh Yati vocabulary and activities were also introduced at the JK level at ESJS which has been very successful. YCS continues to build a strong culture and language program with strong community support, and has continued to build leadership capacity among our Indigenous students. We sent a group of female students to the Indigenous Student Leadership Conference in Fort Providence again this year. As well, the addition of tent frames at each school site has also increased language and culture-based activities and permeation of Dene Kede into the curriculum. The YCS Indigenous Language Education (ILE) team has also developed an ILE website that provides resources, activities, history, lessons, and professional development opportunities, that has been widely and positively received. Through the COVID19 school closures, the ILE team has also created language based videos and shared language and culture-based activities for students, teachers and families to access to continue language and culture learning from home. An area for improvement is to continue to explore ways to increase language instruction up the grade levels and recruit language speakers.

YCS also continues to progress in the area of inquiry-based learning and universal design for learning. These two models are interconnected in design and implementation and provide voice and choice for all students. Staff continue to learn and grow in the area of Student Agency and

Student Wellness and understand that both of these are important to student-centered learning and how they are also intertwined to engage students and provide a more optimal learning environment. Unfortunately, due to school closures we were unable to complete all of the work we had anticipated in these areas, however we will realign and continue to focus on these areas.

In the area of instruction, YCS also increased the level of technology integration in teaching and learning, and throughout the remote learning situation, staff participated in professional development focused on virtual learning both through organized professional development opportunities provided by the district as well as independently. As such we have seen a dramatic increase in the skill set and implementation of technology for 21st century learning.

The Bilingual JK program at WCS has been very successful in its first year, and has resulted in a full JK Bilingual program with a wait list for the upcoming fall, as well as the start of a French Immersion track with the implementation of Kindergarten French Immersion, which is also witnessing high numbers of registrants. We are very excited to be able to offer this additional option at Weledeh Catholic School. We also continue to offer Late French Immersion at the grade 6/7 level at Weledeh Catholic School, the only late immersion program in Yellowknife.

This year YCS also focussed on exploring and investigating literacy and numeracy assessment materials, completed curriculum compacting in math at the high school level, and provided professional development on the Fountas and Pinnell program, as well as the five pillars of literacy instruction. These projects were completed in an effort to develop a district literacy and numeracy plan with a streamlined, district-wide approach to addressing student achievement. An area of growth for YCS last year was to explore more standardized literacy and numeracy tools to provide systemic data that will support literacy and numeracy instruction in lieu of a school by school model of assessment data. School closures and the work from home model, unfortunately resulted in the postponement of our work in the area, however we will continue to move forward with this focus in the coming school year.

Lastly, a notable challenge for YCS was the significant turnover in Central Services and school administrative staff this year, as well as a change in Board Chair and a new Trustee. This required a great deal of training, coaching, professional development, and learning for the new Senior Leadership team as well as our Finance team, and school leadership. The team building and training that has taken place to ensure that Yellowknife Catholic Schools has been able to maintain business as usual and provide continued exceptional service is a success.

Rapport annuel – Sommaire

Le rapport annuel des Écoles catholiques de Yellowknife pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité aux directives sur l'éducation et de leur mise en œuvre des activités et initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

Les Écoles catholiques de Yellowknife (ECY) ont eu une belle année, malgré la pandémie. En effet, nous sommes parvenus à atteindre bon nombre de nos objectifs régionaux, et ce, avant la fermeture de nos établissements.

Le programme Wilìideh Yatì a de nouveau connu un franc succès à l'école catholique Weledeh. En effet, les élèves ont fait des progrès sur le barème d'évaluation linguistique, et le lancement du programme en 8^e année à l'école secondaire St. Patrick s'est bien déroulé. Cette année, le programme Wilìideh Yatì a été introduit en prématernelle et en maternelle à l'école catholique Weledeh ainsi qu'en 9^e année à l'école secondaire St. Patrick durant le deuxième semestre. Nos progrès ont donc été limités par la fermeture des établissements. À l'école St. Joseph, les élèves de prématernelle ont appris du vocabulaire et pris part à des activités en langue Wilìideh Yatì pour la première fois – une initiative très réussie. En outre, les ECY ont poursuivi la conception de leur solide programme culturel et langagier grâce à l'appui déterminant de la communauté, et elles ont continué d'améliorer la capacité de leadership des élèves autochtones. Par exemple, nous avons de nouveau envoyé un groupe d'écolières au sommet sur le leadership des élèves autochtones, qui s'est tenu à Fort Providence cette année. De plus, nous avons érigé des structures de tente à chacune de nos écoles, ce qui a facilité la tenue d'activités langagières et culturelles et l'intégration du programme Dene Kede au sein de notre curriculum. Notre équipe d'enseignement des langues autochtones a également mis sur pied un site Internet qui propose ressources, activités d'apprentissage, notions d'histoire, leçons et perfectionnement professionnel, une initiative chaudement saluée par un grand nombre d'intervenants. Durant la période de fermeture, l'équipe a également créé des vidéos de langue et mis des activités langagières et culturelles à la disposition des élèves, des enseignants et des familles afin de faciliter l'apprentissage à la maison. Nous voulons maintenant explorer de nouvelles avenues pour accroître l'enseignement de la langue au niveau primaire et recruter des locuteurs.

Les ECY ont poursuivi l'intégration au cursus de l'apprentissage par enquête et de la conception universelle de l'apprentissage, des modèles qui se recourent dans leur conception et leur application et qui permettent aux élèves de s'exprimer et de faire des choix. Notre personnel continue de se former sur l'agentivité et le bien-être des élèves, conscient que ces notions

déterminantes pour l'apprentissage centré sur l'élève concourent à l'optimisation du milieu d'apprentissage. Malheureusement, étant donné les fermetures d'école, nous n'avons pas pu accomplir tout le travail que nous avons anticipé, mais nous entendons remettre le cap sur ces objectifs pour l'année scolaire à venir.

Dans le domaine de la pédagogie, les ECY ont accru leur utilisation des technologies dans l'enseignement. De plus, tout au long de la période d'enseignement à distance, notre personnel a élargi ses connaissances de l'apprentissage virtuel au fil de recherches personnelles et d'activités de perfectionnement organisées par le district. Résultat : notre équipe dispose de compétences plus solides que jamais pour appliquer la technologie à l'enseignement d'aujourd'hui.

À l'école catholique Weledeh, la première année du programme de prématernelle bilingue a connu un franc succès. À preuve, le programme affiche déjà complet pour l'automne prochain (une liste d'attente a dû être créée), et le nouveau cheminement d'immersion française qui commence en maternelle est déjà très prisé. Nous sommes très fiers de cette nouvelle option de parcours. De plus, nous continuons de proposer un programme d'immersion française aux élèves de 6^e et 7^e année de cette même école – il s'agit du seul programme d'immersion tardive à Yellowknife.

Cette année, les ECY ont aussi fait des recherches sur les documents d'évaluation de la littératie et de la numératie, en plus de finaliser un curriculum de mathématiques condensé pour le secondaire et d'offrir du perfectionnement sur le programme Fountas & Pinnell et les cinq piliers de l'enseignement de la lecture. Ces projets s'inscrivaient dans la mise en place d'un plan de littératie et de numératie visant à doter le district de pratiques uniformes pour aborder la progression des élèves. Au cours de la dernière année scolaire, les ECY souhaitaient explorer des outils standardisés en la matière qui permettraient d'obtenir des données globales pour remplacer les données d'évaluation limitées à chaque école. Malheureusement, les fermetures d'écoles et le passage au télétravail nous ont retardés dans ce projet, qui demeurera néanmoins dans notre mire pour l'année scolaire à venir.

Pour finir, les ECY ont dû composer avec un important taux de roulement du personnel des services centraux et des administrations scolaires au courant de l'année, auquel se sont ajoutés des changements à la présidence et dans la composition du conseil d'administration. Pour assurer la continuité des activités et du service exceptionnel des ECY, notre équipe de la haute direction, notre personnel des finances et nos directions d'école ont pris part à de nombreuses activités de formation, d'accompagnement et de perfectionnement qui ont su consolider l'équipe.

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 Bodies’:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

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

Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 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:

Miles Welsh – Chair

Erin Currie – Vice Chair

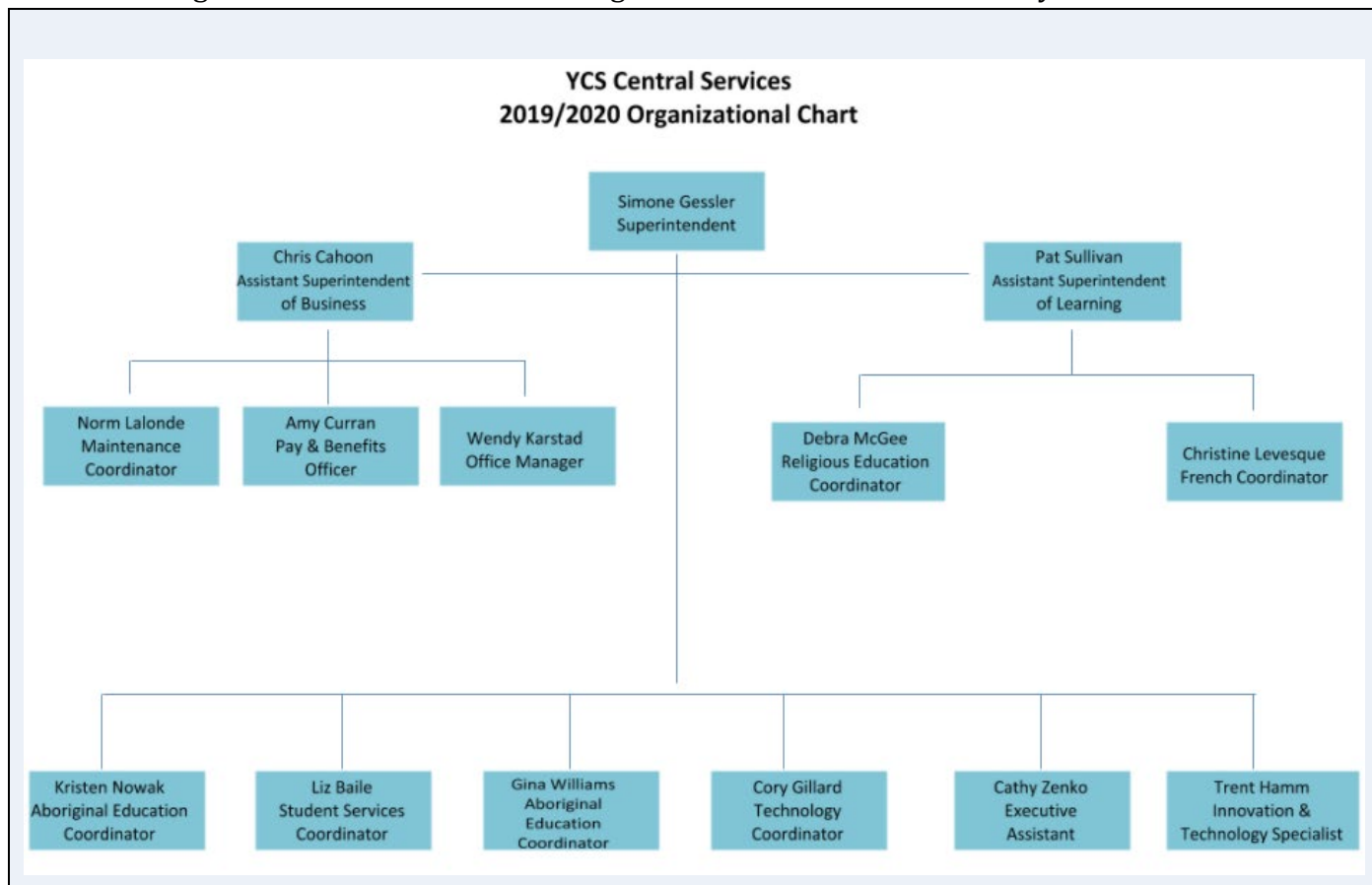
Revi Lau-a, Lori MacMillan-Gallant, Candace Meadus, Tina Schauerte, Steven Voytilla

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, Facilities, and Committee of the Whole. Other meetings take place on an [as-needed](#) basis.

Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Strategic Planning	DEA/ Superintendent	Exploration of processes for development of a strategic plan	September Central Services	No	Due to Covid-19, we were unable to complete our new strategic plan. We held a preliminary planning session to explore our vision and mission and move through the strategic planning process. We will complete our strategic planning process and develop a final plan in the fall.
Alberta Catholic School Trustees Convention	DEA/ Superintendent	TBD	November in Alberta	Yes	
Alberta School Board Association Convention	DEA/ Superintendent		November in Alberta	Yes	
Board Orientation	DEA/ Superintendent	Governance & Policy Development	January 2020	No	We had planned to include a Board Orientation portion to the Board Evaluation in March. COVID19 required us to decrease our time from a full-

					day to half-day due to having to conduct it virtually. The Evaluation portion was completed but orientation will be postponed until the fall.
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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 planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 9 – Facilities Committee 10 – Finance Committee 11- Committee of the Whole 18 – Regular Board Meeting	Central Services	Yes	
October 7 – Facilities Committee 8 – Finance Committee 9- Committee of the Whole 16 – Regular Board Meeting	Central Services	Yes	
November 12 – Facilities Committee 13 – Finance Committee 14- Committee of the Whole 20 – Regular Board Meeting	Central Services	Yes/No	Finance Committee meeting was cancelled due to absences and agenda items that could be pushed forward to the next meeting.
December 9 – Facilities Committee 10 – Finance Committee 11- Committee of the Whole 18 – Regular Board Meeting	Central Services	Yes	

Operating Plan

January 15 – Regular Board Meeting	Central Services	Yes	
February 10 – Facilities Committee 11 – Finance Committee 12- Committee of the Whole 19 – Regular Board Meeting	Central Services	Yes	
March 11 - Regular Board Meeting	Central Services	Yes	16 - Special Board Meeting 23 - Special Board Meeting Met through Google Meet due to Covid-19. The two special board meetings were in relation to COVID-19 school closure decisions.
April 6 – Facilities Committee 7 – Finance Committee 8- Committee of the Whole 15 – Regular Board Meeting	Central Services	Yes	Through Google Meet due to Covid-19
May 11 – Facilities Committee 12 – Finance Committee 13- Committee of the Whole 20 – Regular Board Meeting	Central Services	Yes	Through Google Meet due to Covid-19
June 8 – Facilities Committee 9– Finance Committee 10- Committee of the Whole 17 – Regular Board Meeting	Central Services	Yes	Committee meetings held through Google Meet due to Covid-19, Board meeting was held in-person in response to change in Emerging Wisely Phase 2.

School Profiles

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

Total Number of Schools in District	Three	Total Anticipated Student Head Count	YCS – 1372 ESJS – 578 WCS – 315 ESPHS - 509
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School Name	Community	Grades Offered	Programming Highlights
Ecole St. Joseph (ESJS)	Yellowknife	JK-7	Early French Immersion, Learning Through the Arts; MakerSpace, Bilingual JK Program, Exploratories, Combined classes
Ecole St. Patrick (ESPHS)	Yellowknife	8-12	Trades, Flex Block, MakerSpace, Alternative Learning Centre, French Immersion, Willedeh Yahti
Weledeh Catholic (WCS)	Yellowknife	JK-7	Late French Immersion, Bilingual JK(French/English), Willedeh Yahti language instruction, Genius Hour, Combined Classes

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.

Our schools are all very multicultural, with families from all over the world. YCS will have an estimated Indigenous population of 34.5% next year.

Based on our present student profiles, our Indigenous population per school is predicted to be as follows:

Ecole St. Joseph School 24%

Ecole St. Patrick School 35.2%

Weledeh Catholic School 52%

We continue to have a high number of students on IEPs and Student Support plans. Again based on this year’s student profiles we will have 24 students on IEPs, 73 students on Modified Programs and 387 students on Regular programs with Accommodations. We are also seeing an increase in students with English as a Second Language and children with Speech and Language delay.

Our concern is about school capacity in the area of student needs. We have parents of several students, with challenges, requesting transfer to our system.

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.

Our teacher retention continues to be strong, but we do have a slight increase next year of teachers leaving. We have six teacher resignations for next year and three teachers retiring. Based on this we will have ten new teachers next year, as one is a newly added position. Our French Immersion numbers continue to increase and English numbers decrease.

Teacher recruitment is getting more difficult for specialty areas at the high school and French Immersion as there are jobs available all across Canada. We have several teachers who are getting close to their year of retirement over the next couple of years.

Number of teachers new to the North expected: 5

Number of teachers with full experience: 67/108 = 62.03%

Number of teachers from the NWT new to YCS: 4

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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

<p>Regional priorities and goals:</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● 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. <p>The 2019/2020 school year will see an alignment of PD, Collaborative Team time, Early Dismissal and SSI projects to streamline common focus on Regional priorities which will allow for increased time for learning and collaborating on specific areas of instruction.</p>
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Regional Performance	Regional Targets	Achieved Results	Explanation of Difference
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Indicators			<i>(if applicable)</i>
<p>% of teachers involved in professional development and collaboration in technology integration and 21st century learning models</p>	<p>100% of WCS 100% of ESJS 100% of ESPHS</p>	<p>50 % of teachers from all three schools received in-depth PD on integrating technology into the learning process.</p>	<p>In an effort to go more in-depth with these topics, the staff was divided into two groups for in-depth PD. The remaining 50% received training related to Student Wellness. A very large percentage of YCS staff, from all grades, took advantage of the virtual PD offered by EdTechTeam Canada.</p>
<p>% of all classroom teachers involved in professional development and collaboration in literacy and numeracy learning</p>	<p>100% of all classroom teachers at WCS and ESJS 40% of ESPHS</p>	<p>100% of all teachers from K - grade 7 received in-depth training on various learning topics related to numeracy. High school teachers also engaged in compacting the math curriculum for grades 8 - 12. Further, a select group of staff participated with Leyton Schnellert on a coaching project that has ties to literacy instruction. 100% of all literacy teachers received initial training in using Fountas & Pinnell in class.</p>	<p>In person numeracy PD, in the form of Daily 3 practices was held twice. The third session was cancelled due to COVID. The math curriculum compacting project was cut short due to school closures.</p>
<p>% of teachers involved in spiritual and cultural experiences and opportunities for learning</p>	<p>100% of YCS teachers</p>	<p>Results achieved.</p>	<p>One of our main spiritual PD sessions and our Spring cultural sessions were cancelled due to school closure. However, some PD was offered to staff virtually, as well as a keynote address provided by David Wells.</p>
<p>% of teachers involved in Student Wellness professional development and collaboration</p>	<p>100% of YCS teachers</p>	<p>100% of staff participated in an opening PD day that focused on staff wellness for student wellness with two presenters from Alberta Teachers' Association, and one from NWTTA. 50% of staff received in-person training from the Mehrit Center on supporting</p>	<p>The final student wellness session was cancelled due to school closure, however, the staff of St Patrick High purchased a site license from Dr Jody Carrington to continue their learning virtually. In</p>

		student wellness as a necessary component of the learning process. 50% of staff from all three schools participated in collaborative teams focused on student wellness.	addition, a large number of elementary school staff enjoyed the opportunity to participate in the Mehrit Centre's courses.
Areas of Strength for the region	Formal PD opportunities offered by YCS are enhanced by the number of staff who continue to independently participate in professional learning opportunities, which creates a culture of life-long learning within the district. Further, YCS is fortunate to have established positive relationships with a number of facilitators who have worked with us for a few years and know our system well. Some of these facilitators have agreed to continue working with us next year in a virtual format, if necessary.		
Areas for Development for the region	COVID 19 did interrupt some of the previously planned PD this year, however, this may have been offset by the large number of staff who participated in optional, virtual PD. When the decision was made to incorporate early dismissal time, collaborative team time and SSI projects into a couple of major areas, we could not have predicted the impact of COVID. In moving forward, we will have to identify any staff learning gaps that may have occurred.		
Additional Comments for the region	Our original PD plan for this year was highly based on staff working together; in district lead and school lead teams. In preparing for distance learning, we witnessed a natural choice by teachers to work, plan and support each other. It is our hope that this collaborative style of teaching will continue during our PD opportunities next year, in whatever form they may take.		

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

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>School Improvement Plans will be aligned with regional priorities and departmental priorities. The approach that will be used is as follows:</p> <ul style="list-style-type: none"> ● Regional priorities will be set ● School leadership teams in conjunction with their 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
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of regional priorities and goals that align with ECE priorities and goals.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools in the region for which School Improvement Plans are developed in consultation with the community.</p>	<p>100%</p>	<p>0%</p>	<p>SIPs were developed by each school but not in consultation with the community.</p>
<p>% of schools in the region for which School Improvement Plans are submitted.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools in the region for which final School Improvement Plans have been shared with the public.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Our school improvement plans strongly align with the priorities and goals of ECE, while at the same time delving further into inquiry based learning, student centred learning and the use of technology as a teaching and learning tool.</p>		
<p>Areas for Development for the region</p>	<p>Next year we will continue to further develop our staff in these areas. We will need to explore how to involve the community in the development of our SIPs for each school and ensure these are shared with the public. As part of our Strategic Planning, we will be including all stakeholder feedback in the development of our four-year plan.</p>		
<p>Additional Comments for the region</p>	<p>We will be working again with a consultant that will support our school leadership teams in creating goals in their SIP that align with the new incoming strategic plan and ECE priorities for observable impact.</p>		

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 table details 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 .	YCS will establish a process in place 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 outcomes.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	33% (1/3 schools)	0%	ESPHS School Review was scheduled for May 13-15 with a school review team. Due to COVID19 and school closures the school review was not completed. The review has been rescheduled tentatively for October 2020, depending on school re-entry.
% of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	Superintendent held monthly individual sessions with each school administrator to discuss school initiatives, progress, and where to go next. Monthly Leadership Team meetings with school-based administration, senior leadership, and coordinator team provide opportunities to discuss areas of strength and challenges for growth. School-based administration teams meet with senior leadership every six weeks at site-based meetings to discuss school specific programming, challenges, successes, and support needed. These meetings include discussions and feedback as focal points for meeting school improvement plan goals.		

Areas for Development for the region	Put in place a schedule for school review.
Additional Comments for the region	Given the change over this year in both school and district administration it was decided the best approach for this year was a coaching model for administration, in addition to the school review. Unfortunately, school review was unable to be completed however, the coaching and mentorship model continued throughout the year, and it will continue as a long term project.

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 table details 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 .	Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by school administration. A new performance tool was piloted this year based on the direction of the district and with a more collaborative approach. Staff are required to identify where they are on the continuum and what actions they will take to help them move forward. Throughout the process discussions take place between the teacher and evaluator. At the end of the process the teacher presents their evidence of growth. Completed performance tools are provided to the Superintendent for review and filing.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	26	23	3 not completed due to medical leaves
Number of principal and assistant principals formally evaluated in the school year.	1	3	Due to changes in staffing over the summer we had an increase in new school administrators.

<p>Number of Education Body School Support Consultants formally evaluated in the school year.</p>	<p>2</p>	<p>4</p>	<p>Due to changes in staffing over the summer we had an increase in Support Consultants. Two out of four not completed as one individual went on maternity leave, and another individual was on family medical leave.</p>
<p>Number of Superintendents and Assistant Superintendents formally evaluated in the school year.</p>	<p>2</p>	<p>1</p>	<p>Due to changes in staffing over the summer we had three new individuals in senior leadership positions. Superintendent evaluation was completed. Assistant Superintendent evaluations were delayed due COVID19. To be completed in fall of 2020.</p>
<p>Areas of Strength for the region</p>	<p>All district staff submitted yearly goals. Regular meetings held with district staff to discuss progress. All evaluations were completed, with the exception of those individuals that presented extenuating circumstances.</p>		
<p>Areas for Development for the region</p>	<p>One of the options of our current evaluation model is the opportunity to choose an alternative pathway for evaluation for alternating evaluation years, if you are a tenured teacher. We need to explore and update these alternative pathways as they are outdated and do not provide as many self-directed options as they could.</p>		
<p>Additional Comments for the region</p>	<p>Although we experienced a large turnover in our district staff this year, we were able to establish a collaborative team that provided strong supports in all areas for our teachers and support staff. We developed a strong coaching and team building model, in order to create a culture of collaboration and learning with a 67% turn-over at the central office.</p>		

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 table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the

explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Two days on Formative and Summative Assessment</p> <p>For Building Collaborative Student Agency Teams and Building Collaborative Student Wellness Teams we are aligning Collaborative Teams time with those SSI Projects next year so that staff will be able to take what they have learned through the SSI projects and work collaboratively on the development of resources for their classrooms during STIP time. Additional focus for SSI projects will be: Numeracy Essentials; Deep Dive into Math Daily 3; Compacting the Curriculum for Essential Learnings; Empowering Courageous Leadership</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of Regional training and in-service focused on regional priorities</p>	<p>100%</p>	<p>100%</p>	<p>Select staff from each school participated in inservicing related to integrating technology, improving numeracy and literacy practices and supporting student wellness. In addition, school based admin teams received additional training in being courageous leaders.</p>
<p>% of Regional training and in-service focused on departmental priorities</p>	<p>100%</p>	<p>100% of required staff participated</p>	<p>YCS reps attended all inservicing offered by ECE: French, Indigenous language & culture, Inclusive Schooling, and select curriculum areas.</p>
<p>% of administration days dedicated to training and in-service.</p>	<p>25%</p>	<p>100% of staff participated in .5 day (25% of the 2 admin days) session focussed on importance of relationship</p>	

<p>% of collaborative STIP time dedicated to regional priorities</p>	<p>100%</p>	<p>100% of available days prior to COVID19</p>	<p>Up until March 2020, YCS continued to honor the plan for STIP and collaborative team time.</p>
<p>Areas of Strength for the region</p>	<p>The regional focus on student agency and student wellness, allowed staff to go deeper than a typical session may have provided in some areas. There was also enough flexibility in the broader areas to allow schools to customize sessions particularly for their site.</p>		
<p>Areas for Development for the region</p>	<p>Gaps may be created by the interruption in service this year and this will have to be a factor for consideration when the planning is finalized for 2020 - 2021.</p>		
<p>Additional Comments for the region</p>	<p>The regional training sessions on formative and summative assessment were cancelled due to COVID. Other inservicing opportunities were also cancelled, and some additional sessions were made available virtually to address the need to support staff in preparing for distance learning. We will continue to move forward in many of the same areas, within the parameters of being able to do so, in the 2020/2021 school year.</p>		

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>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 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.</p> <p>The purpose of the Literacy Teacher is two fold – 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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	0		We do not have a literacy coordinator position and will not have one in 2020-2021. We have decided as a district to provide additional funding in order to have a Literacy Support teacher in each school, as opposed to one Literacy Coordinator at the district level. This has allowed us to provide more direct support to staff and students in the area of literacy.
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Again, our plan was impacted by school closure. However, arrangements have been made to restart the process virtually with Dr. Schnellert for 2020 - 2021. We have begun the process of developing an in-depth district based literacy action plan that streamlines the current literacy practices in place.
Areas of Strength for the region	Select staff received training from Dr. Schnellert and participated in on-line training in the use of Fountas & Pinnell in the elementary grades. Staff also received training in applying the principles underlying the five pillars of literacy instruction. This training will serve as the foundation for the 2020 - 2021 plan.		
Areas for Development for the region	The focus of the 2020 - 2021 literacy plan will be on standardising literacy practices across classrooms, as we did with the Daily 5, and apply similar approaches to those students who require additional support. Data gathering will be an aspect of the plan, as well.		
Additional Comments for the region	In an attempt to streamline our literacy assessment we will be developing an assessment plan as part of the literacy action plan to be able to clearly define student achievement in the area of literacy.		

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>YCS recognizes the negative impact on a student’s learning if they are not provided regular nutritious meals. For this reason all three schools have put provisions in place to ensure that no student goes hungry. Although the program is aimed at students who are not being provided meals at home, we never turn a student away if they identify they are hungry at any particular time or day. YCS has a healthy food policy which refers to providing food that meets the standards of Canada’s Food Guide.</p> <p>Parents are also provided information regarding healthy food alternatives for snacks and lunches.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	All three of our schools offer breakfast and lunch programs. As well, food hampers are sent home on the weekend for families in need.		
Areas for Development for the region	YCS will continue to explore ways that additional funding can be obtained to be able to more fully support families’ needs for healthy foods. To date, YCS has received funding from the following agencies to support students/families with food insecurities during the school closure. Yellowknife Rotary Club - 5 000 (Weledeh); Yellowknife United Way - 5 000; Food First Foundation - 6 000 and Good Food Access Fund - 20 000.		

Additional Comments for the region	During Covid-19 we continued to support families in need, and increased the number of families we supported due to circumstances created by COVID19.
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School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	ESJS	Breakfast, lunch and snack program as well family support when needed	Approx. 1340 meals served to students each month - Includes Breakfast, lunch, snacks	Data based on March school closure
	ESPHS	Breakfast and lunch program. Open cupboard snack program	115 students accessed the lunch program each day. Additionally 40 students accessed the breakfast program.	Data based on March school closure
	WCS	Breakfast program; Snacks for all classrooms; Lunch program; YK Cares which provides families with food for the weekend,	435 lunches on average per month Served approximately 30 students breakfast each day 50 families regularly received Food Bags from YK Cares weekly	Data based on March school closure
Total number of days and months program is offered in each school.	ESJS	All sessional days. Family support is for the evenings and weekends.	119	Data based on March school closure

Operating Plan

	ESPHS	All sessional days	119	Data based on March school closure
	WCS	All sessional days; Family support for the weekend.	119	Data based on March school closure
Approximate Total Number of children and youth served each day.	ESJS	50-70 regularly	Avg. of 67 students/day	Data based on March school closure
	ESPHS	85 students	115 students accessed our lunch program each day. Additionally 40 students accessed the breakfast program each day.	Data based on March school closure
	WCS	75 students (breakfast and lunch combined)	Approximately 75 students per day breakfast and lunch combined	Data based on March school closure
Criteria for participation per school. (Low income, fee, etc.)	ESJS	Low income; as the need arises	No student is turned away	
	ESPHS	Low income; any student in need. Students provided with food card for cafeteria	Low income, any student in need.	
	WCS	Low income; self-identified need	Low Income, self-identified need	

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 table details 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, noted areas of strength and areas for development.

SSI Project Proposal Summary	<p>SSI Projects for YCS will include a focus on:</p> <ul style="list-style-type: none"> - Building Collaborative Student Agency Teams (18 teachers) - Building Collaborative Student Wellness Teams (16 teachers) - Numeracy Essentials (6 teachers) - Deep Dive into Math Daily 3 (all grade 1-7 teachers) - Compacting the Curriculum for Essential Learning (8 teachers) - Empowering Courageous Leadership (14 teachers)
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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.	75%	Yes	
% of support staff from across the region that participate in SSI PD activities.	0%	Yes	Although support staff were not required to participate in these projects, specific learning opportunities were designed for them. However, there was overlap at times, which was advantageous for support staff.
Areas of Strength	The school-based focus for each of the projects was designed to increase staff engagement, as well as tailor the learning to areas identified by stakeholders as needing to be addressed. Each school had reps in each of the main focus areas who had received previous training on the topic and were a valuable asset in the planning and delivery of sessions.		
Areas for Development	Our SSI projects are all multi - year plans, and as a result, were impacted by school closure. Each project will require revisions before moving forward and these will be outlined in the 2020 - 2021 plans.		
Additional Comments	The numbers referred to in the SSI Project Proposal Summary for the two collaborative teams represent the district wide leads in each area. These staff members received additional training from outside facilitators, some		

	virtually, and were then tasked with organizing and facilitating sessions for staff at each school.
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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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	YCS has worked closely with Ray Hughes for many years, as a workshop facilitator and advisor. He was instrumental in guiding YCS through the first preparation of a Safe Schools Plan and more recently worked with our assistant superintendent to ensure that emergency response plans reflected the research in this area.		
Areas for Development for the region	We have standardised our plans across schools and will have the updates prepared for 2020 - 2021.		

Additional Comments for the region	YCS is concerned about the impact of COVID on these plans, should the physical distancing requirements continue in 2020 - 2021. Adjustments will be made to these plans to meet the new requirements as per the <i>JK-12 Health and Safety Guidelines for COVID19</i> .
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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 table details 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 .	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. ESJS is presently exploring new program alternatives for this area.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	1	1	
Number of schools offering LEADS to grade 4-6 students.	1	1	
Number of schools offering the Fourth R to grade 7-9 students.	3	3	

Number of schools offering HRPP to grade 10/11 students.	0	0	
Areas of Strength for the region	Each of our schools use programs that support healthy relationships for students with a focus on mental health and awareness in relationships including; restorative circles and positive behaviour support and respectful relationships.		
Areas for Development for the region	We are currently exploring implementing an Social Emotional Learning (SEL) curriculum that will also provide healthy relationship learning within the context of SEL.		
Additional Comments for the region	We have many extra-curricular programs that support healthy relationship learning, both staff and student led, as well.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, other than WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	ESJS	Presently using WITS & LEADS. Currently researching RULER program (Whole School)	2 book studies were done on Self-Regulation. 8 staff were enrolled in Self-Reg. Foundations Series.	
	ESPHS	4 th R, HRPP, TAMI, Jack Chapter, L.I.F.E (Lived Inclusion for Everyone)	4th R training was offered to all staff who required it. Four staff completed the Restorative practice training. Jack Chapter and LIFE (Lived Inclusion For Everyone) group, continued to be very active. 50% of the staff focussed on student wellness as part of their Collaborative STIP days. The other 50% are scheduled to do the same during the 2020-2021 school year.	

	WCS	Restorative Practices (Whole school), 4th R in Grade 7	25 Staff participated in Restorative Practices Training, Daily Classroom Community Building Circles, 275 Restorative Conferences in the office, 2 Multi Family Conferences	
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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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tẖcẖo)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
ESJS	French	Core	Core 1-7	120 minutes per week	Grade 1 to 3 : 115 minutes Grade 4 to 7 : 120 minutes	We use a 6 day cycle
	French	Immersion	JK-7	50% for JK 100% for Grade ½, 87% Grade 3-7	JK-50% Grade ½: 99.5% Grade 3-7 : 87.3 %	We use a 6 day cycle
ESPHS	French	Core	8-12	180 minutes per week for one semester	Grade 8 and 9: between 140 -210 minutes	One week: 140 minutes, other week: 210 min.

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					Grade 10 to 12: 350 min (5 credits)	One 5 credits course a year.
	French	Immersion	8-12	75%	Grade 8 to 10: 75% Grade 11-38% 12: 25%	Grade 11: FLA and Math 20-1 Grade 12: FLA only
	Wiiliideh Yati	Core	8/9	180 minutes per week for one semester	between 140 -210 minutes	One week: 140 minutes, other week 210 min.
WCS	Wiiliideh Yati	Core	1-7	105 minutes per week	Grade 1 to 3: 105 min Grade 4 to 7 - 140 min	Grades 4 to 7 had one extra period of 35 min
	French	Core	1-7	105 minutes per week	Grade 1 to 3: 105 min Grade 4 to 7 - 140 min	Grades 4 to 7 had one extra period of 35 min
	French	Late Immersion Bilingual JK	7	87% 50%	87% 50%	

** One row per Language/per school*

3. Inclusive Schooling

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

Regional Inclusive Schooling Coordinators

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

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

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

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	4.0	4.0	Same as Above	4.0	Based on size of school and dual track school (English and French)

ESPHS	3.25	3.5	Same as above	3.5	Rounded off to 3.5 - as .25 PST is not efficient.
WCS	2.95	2.5	Same as above	2.5	Received funding through Jordan's Principle for a .5 PST
TOTAL	9.45	10.0	Extra funding	10.0	Extra PY funding provided through Jordan's Principle

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, 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	0.25	1.0	Counselor position at each school	1.0	
ESPHS		0.8	Same	.8	
WCS		1.0	Same	1.0	
TOTAL	0.25	2.8	Same	2.8	

* Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.

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	21.67	10		20	Jordan's Principle funding
ESPHS		4		10	Jordan's Principle funding
WCS		8		18	Jordan's Principle funding
TOTAL	21.67	22.0	Rounded off to full position using Operating funds	48	Jordan's Principle funding

Magnet Facilities

The Territorial Treatment Centre 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	1.0	1.0		1.0	
Support Assistants	0.5	1.0		1.0	
TOTAL	1.5	2.0	Increase to make a full-time position so there are always two bodies in the room	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	\$4000.00	Coverage of salaries Additional expenses covered by Weledeh Catholic School	\$4,000.00	

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)
\$80,807	\$80,807		\$83,573	Additional operational money is allocated to inclusive schooling needs for staff development particularly with high staff turnover in classroom assistants

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

Operating Plan

Type of Training	Audience Intended <i>(PSTs / Educators / Support Assistants / Principals)</i>	Planned Topic	Planned Date & Location	Was the training held as planned ? <i>(Yes/No)</i>	If No, why not?
Consultants (Dominique Corr and Robyn Combres) providing PD, Collaborative teamwork, coaching	All staff	Autism and Behaviour Intervention Staff Staff Meeting presentations on a range of topics YCS Pyramid of Supports Development for school teams.	September - June	Yes and No	One consultant had to go on medical leave and there was no one to replace her.
Small group meetings, training, PD with Merrill Dean (Education Psychologists)	PSTs, Admin, select staff	How to use Ed Psych Assessments	October-April	Yes	
Collaborative Teams, PD sessions led by Leyton Schnellert	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	August.-District Team Sept. ESPH Team Jan.- Weledeh Team Feb. St. Joes Team April - ESPH (NO) PM:District Debriefs	Yes	No face to face for last lesson study process but on May 14 the entire project group participated in a Zoom meeting to close off our learning community and plan steps for next year.
PST specific training and whole district PD day with Shelley Moore	All Staff	Teacher Skill Development in UDL and IEP, Assessment	Nov. 1 District PD March 13- St. Patrick High School May 21 Cancelled Shelley Moore Parent Nite	Yes	May was cancelled due to COVID.
Sessions with	Parent and	Autism	November/	No	Could not align dates

Terri Duncan	teachers of Weledeh with Autistic children		February		together. Could not justify the cost.
PD COVID TRAINING IS funding courses and created an access platform for free modules, webinars etc on Special need topics and support for instructio	Classroom Assistants/ Teachers	Foundations Autism TeenAge Mental Health FASD AT	March - June	Yes	Planned in response to school closures and PD lost due to COVID19 restrictions.

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental 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 departmental priorities, for the school year.	<p>Staff will be provided a number of training opportunities throughout the year in a variety of approaches:</p> <ul style="list-style-type: none"> ● District wide PD day ● PST/Teacher Collaborative teams facilitated by Consultants ● PST training by our RISC and outside Consultants ● Small group training based on identified specific needs ● Training provided by PSTs on a regular basis ● Support to attend conferences outside of Yellowknife ● PST training offered at ECE level
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference <i>(if applicable)</i>
% of educators that have been trained on developing and implementing IEPs this year.	100% of teachers with IEP students	100%	COVID has reduced Spring plans for Shelley Moore to work with teachers.
% of educators that have been trained on developing and implementing SSPs this year.	100% of teachers with students on SSPs	100%	COVID has reduced Spring plans to meet face to face however, all that could be was done on Google Meet.
% of educators that have been trained on the use of flexible strategies this year.	100%	100%	COVID has reduced Spring plans.
% of educators that have been trained on the School-based Support Team process this year.	100%	100%	COVID has reduced Spring plans. However, great meetings and learnings took place over google meet.
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%	100%	COVID has reduced Spring plans. Principal attended sessions at the Principals Conference in the fall.
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%	100%	COVID has reduced Spring plans.
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%	100%	COVID has reduced Spring plans.
% of educators that have been trained on Assistive Technology this year.	100%	100%	COVID has reduced Spring plans.
Areas of Strength for the region	<p>This year YCS has continued to focus on strengthening the role of the PST by engaging in projects that support PST/Teacher collaboration in designing learning for all. We also continue to strengthen schools for IS culture and processes including UDL, Pyramid of Support, and Self Regulation. YCS has developed and is implementing IEPs based on competencies and meaningful programming, as well as working on building supports for specific disabilities. A significant strength has been YCS Staff Learning Opportunities on IS that permeates ALL of instruction. Teachers had opportunities during teacher and PST planning time to look at all locations and subject areas to identify universal ways for teachers to reach instructional goals in</p>		

	<p>the gym, in music, in core french, in the hallways, on the playground. Leyton Schnellert worked with teachers and PSTs on lesson study 4 times and supported teachers to see how all students' needs can be met and accommodated during circle time, IBL focuses, numeracy lessons and so on. A cohort of teachers were able to observe each other and comment on how the lesson design can be transferable to other aspects of instruction. Highschool teachers and K-7 teachers met to share lesson study findings in mixed groupings. Teachers reported better student engagement but noted that the time to plan and share was a big indicator of effective instruction design. Teachers reported how universal learning centres in the upper grade address diversity and provided more evidence of learning. IEP planning focuses on the question where is the learning taking place and how is the student competencies are being facilitated in those contexts.. High school teachers and PSTs are working on teaching core METACOGNITION processes to all students first and BACKWARD design. A couple of Gr. 8 teachers are using learning centers in their classrooms to address the needs of their students and cover curriculum outcomes.</p>
<p>Areas for Development for the region</p>	<p>YCS will continue to provide PD for teachers on IS with a focus on PD for CAs and teachers to plan and build team relationships together. YCS will also continue to focus on PD for Behavioural Supports, Trauma, and Mental Health.</p>
<p>Additional Comments/Requests for Support for the region</p>	<p>Inclusive Schooling is underfunded despite the additional funding source of Jordan's Principle. Students of other ethnic origins are also experiencing inequalities. The barriers between Health, Social Services and Education continues to consume exorbitant amounts of time for Schools and the RISC to support families who need family support on a range of issues. Schools are stretched and continually defaulted in being the only case manager for families with mental health issues, and then are tasked with navigating support that is not within our mandate or ability to refer. School officials do not have a pathway to refer families to mental health programs . This is usually done by health/social work professionals. Although we will now have CYCC, this is still a concern, as we know families well. Increase of JK students coming into school either unidentified or on a two year waiting list for identification to help target appropriate supports for the child and parent continues to be problematic and taxing on resources that have already been allocated. It is difficult to have smooth transitions for Early Childhood for some students and therefore becomes time consuming and unpredictable for all partners in the process of how to proceed. YCS is being asked to purchase more IPADS to support our SLP assistants and seek other supports and find other ways</p>

	to gain consultation in the area of Speech Language supports for students since there is only 1 SLP serving the entire YK region.
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Robyn Combres	Autism Consultant		All	Continuing	15,000
Merril Dean	Assessment/Training with PSTs	Student Placement Student Programming	All	3 times a year	25,000
Dr. Sylvie Pappas	JP Assessment	Student Placement Student Programming	All	Once	15,000 JP Funded
Renfrew Educational Services	Cerebral Palsy	Student Programming	ESJ, WCS	Once	4,000

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 (\$)
\$79,472	30,000	Ipads Laptops	Due to COVID, AT was underspent. FM systems are usually upgraded in late spring.
	16,000	FM Systems. Repair/Maintenance	
	1,000	Headphones	Also, we were not able to do the AT May workshop and train staff on more AT APPs and software. Upgrading and evergreening AT equipment was put on hold. The additional equipment and training will be done in the 2020/2021 school year.
	4,500	Software License RWG	

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	\$75,605	\$75,605	Allocated total across the district to be spent according to needs	\$75,605	This funding was used to support the PY costs for our three schools counselors
ESPHS					

WCS					
TOTAL					

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<p>Relationships are strengthened between teachers and PSTs by having instructional mentors and guided work time to plan, design effective IEPs, SSPs and UDL support.</p> <p>YCS has taken a lead in working with teachers and families to focus on strengths and competencies rather than a clinical approach for all students. The RISC and Elementary School PSTs and teachers have identified IEP/SSP as a priority in redesigning them to reflect classroom community learning.</p> <p>YCS transition processes are well established at each school to ensure SSPs/IEPs are understood and carried forward. RISCs/PSTs work with Principals to pilot a stronger “team approach with parents” on transitioning from middle school to high school. (Grade 7-8, 9-10, 11-12, 12-PS)</p> <p>PSTs use effective IS processes with teachers that assists students in accessing curriculum. (RWG, UDL, Self Regulation and Competencies learning - I CAN statements with multiple means of access points to curriculum)</p> <p>Specialists are coordinated throughout the year to support staff with instructional strategies and special need techniques for effective IEP/SSP programming and UDL planning.</p> <p>The following practices are in place to review and align resource allocation to students:</p> <ul style="list-style-type: none"> ● PSTs allocated to schools based on student enrolment, number and severity of needs at each school ● Classroom Assistants are allocated to classrooms based on severity of student needs ● Class reviews ● Review of progress reports by school administration ● Team meeting
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	98%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	80%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	4 students have a customized day for safety reasons	1	Reduced the number by working with the families. One student remains because of treatment needs and inability to function and be safe.
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	We extended the process to be more in depth as well. YCS teachers and PSTs are using Who AM I tools and
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	95%	100%	UDL, IBL, AT and our work on SSP and IEP redesign is paying off. Increase in students using RWG features especially in the area of vocabulary and read aloud feature according to our Texthelp analytics. Copy of data can be provided. Teachers are requesting more inservice on AT. Teachers have multiple ways to access the slide decks and Tech teachers on AT APPs. AATs preparation and students using RWG as accommodation

			and MP3 has been easier to implement according to Assistant Principals and PSTs. Two High School teachers with Shelley showcased to staff on how they use assessment 1 Step rubrics that provide information that outlines mastery and participation.
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Phone calls take place when needed but the majority of meetings take place face to face		<p>We have regular meetings. Phone and email vary on the caseload. With COVID, we have Google Meet school team meetings.</p> <p>High school had many changes in staffing which has made it difficult to build connection and consistency with the high school PST team. This will be an area of focus for the upcoming year.</p>
Number of times per year that the RISC meet with the PSTs in person	Regular monthly meeting of all PSTs plus daily meetings as deemed necessary	Increase in the fall and winter to continue modelling co-design in programming especially in the area of behaviour	Face to face has ceased since March, however these meetings continued through Google Meet for the remainder of the year.
Areas of Strength for the region	YCS has worked hard to create tools, timelines and scheduled planning events to ensure consistency, accountability, and rigour for student alignment. YCS is committed to “meaningful, strength based programming for all” that involves family participation as they depend on us to ensure their child’s needs are met. The NWT Inclusive Schooling Directive is always the underpinning to what we do, which keeps us focused on NOT pulling from traditional clinical special needs support processes. YCS has 5 new IEPs completed according to the NT PILOT IEP template.		

	<p>Changing the lens of the IEP/SSPs to the student voice of I CAN was significant. This year YCS sees lots of varied evidence of where staff have shifted to this lens in all different directions. Ipads and Booklets have been designed to use I CAN Statements. Student Profile sheets use I CAN statements. SEESAW communication and work to parents use the language of I CAN and goals of SSPs/IEPs. Teachers' feedback during IEP planning indicated they find the IEP far easier to understand as it is about locations and instructional goals in the area of knowledge, social, emotional competencies and not clinical. Observations and photos of evidence of mastery is easier for staff to relate to the I CAN and is more authentic. Teachers report that I CAN statements uncomplicate IEP planning and help the mindset that the learning is scaffolded and overtime. Parents seem to appreciate the strength based language and rather than focusing on deficit intervention.</p>
<p>Areas for Development for the region</p>	<p>YCS has worked hard over the last two years to standardize its practices. It continues to be a challenge due staff turnover, change in priorities or teams not understanding the impacts.</p> <p>The Superintendent and RISC along with Admin see the vulnerabilities of having the same amount of Classroom Assistants as teachers and whether that formula is producing independency, presuming competencies and yielding stronger achievement results.</p> <p>YCS will be focussing on teacher development and providing creative planning time to work on bolstering this area.</p>
<p>Additional Comments for the region</p>	<p>YCS would like to put forth that Tienet, its timelines and Tienet Administrator may want to review Tienet IEP/SSP expectations and how it impacts districts. The timelines and push to complete them does not reflect the assessment reporting timelines of our district. Teachers need more time to input the most updated information. In YCS, teachers are responsible for SSPs and IEPs. Perhaps this can be reviewed and revised.</p>

Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>School staff have an understanding of UDL by participating in PD opportunities and guided planning time: Literacy Daily 5, Math Daily 3, RWG, IBL which is coordinated by principals and district staff.</p> <p>Principals lead schools with an IS lens and are supported by accessing IS resources, PD opportunities for staff and allocated IS funds.</p> <p>Assistive technology in the classrooms is understood and realized for all learners.</p> <p>Classroom Assistants are provided training relevant to meeting the needs of the students they work with.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	Note-With the increase of CAs, PSTs have had to work differently than before.
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	
% of classroom teachers who will meet with the PST at least once a month.	100%	100%	
% of support assistants who will meet with PST at least once a month.	100%	100%	

Operating Plan

<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100%</p>	<p>100%</p>	<p>We continue to discuss ways of how to provide quality time with the fact that some teachers have many CAs to work with since Jordan's Principle funds came into play.</p>
<p>% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools that have a fair process for equitable access to extracurricular activities.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>YCS continues to put effort into instructional strategies and design as a collaborative effort, mindset, and lens for the two roles of teacher and PST. We have made great progress in teachers and PSTs being the DRIVERS of designing programming for all. They are invested when they have mentors and time beyond the usual to make that happen. Teachers reviewing pedagogy is now a strength for YCS to help teachers understand how to teach and why.</p> <p>YCS is now on its next 3 year plan for training assistants. YCS has a systematic training plan and ensures there is an understanding of the role.</p>		
<p>Areas for Development for the region</p>	<p>We are currently working on a new year plan to have teachers and support assistants communicate and have planning time. The increase of assistants requires us to rethink how we train large groups of diverse assistants. We are creating tools and different entry points.</p>		
<p>Additional Comments for the region</p>	<p>We have seen a significant shift in understanding the need for flexible instructional strategies as well as teacher engagement in learning and implementing these strategies in learning environment. We will continue to emphasize aligned, flexible strategies with a focus on going deeper in each area.</p>		

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

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.</p>	<ul style="list-style-type: none"> ● Principals set up specific team times in the school timetables. ● Ensure staff refers students to team. ● Principals meet with PSTs on a regular basis to move programming forward. ● 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 supports to SBST for required expertise and/or support services to ensure goals and objectives are achieved.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using referral processes to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
Areas of Strength for the region	YCS has successfully facilitated the team approach in various formats in schools. More emphasis has been on “intensive team planning” processes with Admin, teachers , CAs, PSTs, and RISC to ensure challenging		

	students are getting the interventions they need.
Areas for Development for the region	To work on a productive team process and referral for high school teachers especially at the grade 8 level.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	ESJS	Once in a six day cycle for 45 mins	100%	
	ESPHS	Once a week	25%	Covid19 resulted in 12 less meetings than planned
	WCS	28 meetings planned at 70 mins each – On average three meetings per month	20%	Covid 19 resulted in 8 less meetings than planned

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 table details 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.	<ul style="list-style-type: none"> • YCS IEP/SSP processes are standardized across the district. • 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. • 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.
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	<ul style="list-style-type: none"> • Comprehensive Person Centre Planning, transition mapping will happen 4-5 times over the course of schooling with SBST members, RISC and other caregivers. • Priority in piloting a new IEP process that parents, teachers felt was easier to understand.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for students requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for students requiring them in consultation with parents.	100%	100%	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	
% of students participating in developing their own IEP, when required and appropriate.	100%	100%	
Areas of Strength for the region	YCS has taken the lead in designing new IEPs that are competency-based and translated into the different locations around the school. Language is simple for parents, teachers and students to understand and are educationally based. Changing the lens of the IEP/SSPs to the student voice of I CAN was significant. This year YCS observed varied evidence of where staff have taken the IEP goals and strategies in all different directions and as a result there was an increase in student achievement.		
Areas for Development for the region	YCS will be revising the SSP process to be teacher and student friendly to reflect UDL and with a competencies based lens. We hope to do the same design that was accomplished with the IEP.		

<p>Additional Comments for the region</p>	<p>More work has to be done to help teachers and the increasing number of Classroom Assistants who are ultimately responsible to carry out the SSP/IEP. Administrators must strive for teachers/CAs to have time. Administrators need time to review and be educated on IEPs and SSPs. This is a challenge against all the other responsibilities.</p>
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PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.</p>	<ul style="list-style-type: none"> ● The RISC and PSTs meet regularly to review time management, design ways to problem solve and work with principals to ensure effectiveness. ● 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. ● Tools specific to the PST role are created, reviewed and refined to help PSTs be efficiently and confident in their time use. Tool creation is a collaborative process and are accessible to not only the PSTs but to the District Leadership Team.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	100%	
Areas of Strength for the region	YCS works to ensure the PST role is well supported. PST orientation, team building, RISC mentorship, and PST mentorship is the foundation to support staff in this challenging and complex role. PST are given time to work on their craft. The RISC works and models specific processes depending on the school. Tool development and collective PD propels the PSTs to be able to deal with unpredictability and lack of community resources for families who have children requiring support.		
Areas for Development for the region	Educating staff on the role of the PST needs to be developed. Continuing offering time as priority for PSTs, and Administrator and staff understanding of PST time use.		
Additional Comments for the region	PST turnover is difficult for Administrators and schools. The role and job description of the PST and RISC needs to be reviewed. More education from ECE and DEAs is required for all to understand these roles as district personnel in Inclusive Schooling is rapidly changing and the area of work is underfunded.		

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.

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 centralized 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	1.0	

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
ESJS	4.65	1.06		1.06	Language Exposure at JK/K Level, Resource Personnel as Language Speakers,
ESPHS		1.39		1.39	Willideh Yati Teacher, Elder in Schools, Language Speakers as Resource People
WCS		2.2		2.2	Willideh Yati Teacher, Elder in Schools, Language Speakers as Resource
TOTAL	4.65	4.65		4.65	

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenous education through Indigenous teaching and learning practices, Indigenous content of curricula and programming, and offering key cultural experiences.

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
ESJS	\$96,982	\$27,073		\$27,863	
ESPHS		\$35,721		\$36,650	
WCS		\$34,188		\$34,999	
TOTAL	\$96,982	\$96,982		\$99,512	YCS was required to relocate all of the ILE camp equipment to a new location and rental space which was an unexpected, single expense.

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. It is important for 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.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level

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

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>To build relationships with our Indigenous families and community we organize many cultural activities at the school level for families to attend. We honour the traditional territory that we live on and provide a land acknowledgement in school and throughout the district to give respect to the land and the local Indigenous peoples. We have supported initiatives in the schools with evening activities that included our Indigenous families with activities in Indigenous languages and a sewing workshop was planned for after Spring Break.</p> <p>Our goal is to communicate and develop authentic cultural experiences in innovative environments. Some of these larger community cultural experiences that were planned included a family feast and drum dance, Regional Youth Handgames and Traditional games tournament. These impact not only our district, but also the community and the region.</p> <p>Our schools also present or perform for various community events or government departments, for example: school Christmas concerts, NAKA Festival (Fiddling and Jigging), invited to NSMA Indigenous Peoples Day (fiddling, jigging), ECE conference (prayer song), & students led prayer songs at YCS liturgies and concerts, and will drum at a rescheduled ESPHS graduation.</p> <p>A grade 7 class at one of our schools participated in a Dark Spark workshop which connected the students to a team of Canadian recording artists, educators, music producers, and filmmakers, as well as NWT musician Diga and an Elder, to create songs written based on their knowledge and experience of Canadian Indigenous history. This workshop concluded with a public event to celebrate the students' songs and the video created about the experience.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%	
% of schools with Elders in Schools programming	100%	100%	

<p>% of schools hosting community gatherings rooted in local cultures</p>	<p>100%</p>	<p>50%</p>	<p>Community gatherings cancelled due to COVID Pandemic</p>
<p>Areas of Strength for the region</p>	<p>All schools have ILE teams that are dedicated to supporting Indigenous Language and Culture in their schools. The RILE Coordinator is actively involved in building relationships with community resource people as well as ensuring that ILE teams are supported within the schools. A significant strength this year was the increase in ILE programming and language and culture activities and instruction at Ecole St. Joseph school.</p>		
<p>Areas for Development for the region</p>	<p>We continue to look at ways to increase our use of Indigenous language in our daily activities, with an emphasis on conversational language phrases and visible representation of vocabulary and integration into routines.</p>		
<p>Additional Comments for the region</p>	<p>The YCS Indigenous Education program had many of its camps and events, including the YCS Hand games tournament and the Weledeh community feast, cancelled due to the COVID Pandemic. Funding for these events will be carried over to support on-the-land activities and camps, as well as resource creation.</p>		

<p>School Specific Performance Indicators</p>	<p>School</p>	<p>School Targets</p>	<p>Achieved Results</p>	<p>Explanation for difference</p>
<p>Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i></p>	<p>ESJS</p>	<p>Part-time / Event Specific</p>	<p>100%, Elders involved in camps, and teaching sewing.</p>	
	<p>ESPHS</p>	<p>Part-time /Event Specific</p>	<p>100%, Elders involved in Residential school presentations, sewing flexes, visiting Northern Studies, and in Wiliideh Yati class</p>	
	<p>WCS</p>	<p>Part-time 3 days per week</p>	<p>100%</p>	

<p>Type of activities provided through Elders in Schools (<i>description/grades</i>)</p>	<p>ESJS</p>	<ul style="list-style-type: none"> Options (student self select Indigenous program) mitt making and sewing 	<p>Result achieved Two sessions of Grade 6/7 students involved in options.</p>	
	<p>ESPHS</p>	<ul style="list-style-type: none"> Guest Speakers Elder support in the Grade 9 Wiliideh Yati class Flex Block (student self selects Indigenous program) drumming, hand games, sewing, leadership, mentorship, etc. 	<p>Elder present at 50% of Wiliideh Yati classes</p> <p>100% of our Guest speakers arranged for Northern Studies classes (Grade 10/11)and sewing flexes Grade 9-12 students</p>	<p>Grade 9 Wiliideh Yati was cancelled due to COVID pandemic</p>
	<p>WCS</p>	<ul style="list-style-type: none"> Language classes (3x/week) Co-teaching Genius Hour (student creates inquiry led 	<p>100% of planned events achieved</p>	
<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	<p>ESJS</p>	<ul style="list-style-type: none"> Land acknowledgement Literacy Night Arts Night (1x/year) Hand Games and Traditional Games Tournament Drum Prayer at Christmas Concert 	<p>3/5 events happened.</p>	<p>The Fine Arts night, , and Handgames tournament events were cancelled due to the Covid-19 pandemic.</p>
	<p>ESPHS</p>	<ul style="list-style-type: none"> Land acknowledgement Hand Games and Traditional Games 	<p>4/6 events happened</p>	<p>Hand games tournament, and ¼ of the Lights On events were cancelled due to the Covid-19 pandemic.</p>

		<ul style="list-style-type: none"> • Tournament Lights On (Friday night making positive healthy choices) (4x/year) 		
	WCS	<ul style="list-style-type: none"> • Land acknowledgement • School Opening Feed the Fire Ceremony • Community Feast 7 drum dance (1x/year) • Hand Games and Traditional Games Tournament • Tea & Bannock (1x/class/yr) • Christmas concert (jigging, fiddling) 	<p>3/5 events happened</p> <p>8/15 Tea and Bannocks were held.</p>	<p>Community feast, Hand Games Tournament, as well as 7 Tea and Bannock events cancelled due to COVID Pandemic</p>

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators including the % of teachers who have received residential schools awareness training.</p>	<p>To enhance educators' knowledge of Indigenous people and history on local, regional and national level.</p> <p>To begin exploring the history and impact of colonization, with an intention to bring an informed and critical perspective in contemporary society.</p> <p>Our approach is 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.</p> <p>Residential Schooling training - is offered through New 2 the North for incoming staff. We have also provided the Blanket exercise project to all elementary school district staff and had planned supplementary offerings to any staff that had missed the initial opportunity. As well, Blanket Project Facilitator training was offered to 8 YCS staff members.</p> <p>As a district, we have committed to taking part in Orange shirt day. Our schools provide teaching about Residential schools in age appropriate stories and activities. We provide numerous resources, and have pre-teaching and post-teaching lessons available for staff and students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>100% (Cultural Orientation, professional development, staff meeting in-services, blanket project)</p>	<p>75%</p>	<p>ESPHS did not have the Blanket Training Indigenous Education PD</p>
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>	<p>66%</p>	<p>ESPHS was not able to have Indigenous Education PD due to COVID19. This training was scheduled for the spring.</p>
<p>Type of Residential School Awareness Training provided and # of teachers/staff participants</p>	<ul style="list-style-type: none"> • Blanket project for WCS and ESJS Staff • Co-teaching – “push in” model PD (based on 	<p>115 staff from WCS and ESJS participated in Blanket</p>	<p>2/3 of our schools participated in Residential School Awareness training.</p>

	identified needs and opportunities)	Project PD Feb.21, 2020	
Areas of Strength for the region	Both WCS and ESJS staff participated in the Blanket Project and ILE handbook training this year. Our administrators continue to find ways to integrate the Truth and Reconciliation Commission of Canada (TRC) Calls to Action into professional learning and conversations including cross-references to action items within the school community. As well intergenerational trauma and understanding of the impact of residential schooling on parents and intergenerational households in a focus of discussion when supporting students and families.		
Areas for Development for the region	ESPHS will need Blanket Project training rescheduled. YCS is also looking at alternative and additional ways to increase the language instruction and support At Ecole St. Joseph and Ecole St. Patrick Schools.		
Additional Comments for the region	YCS has engaged in continued development of ILE resources, professional development, staff understanding of the TRC Call to Action as well as language and culture activities and experiences that are permeated within the learning environment.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	ESJS	100% <ul style="list-style-type: none"> Blanket Project/Dene Carnival PD Day Feb. 21, 2020 Individual grade level PD 	100% PD day 84% attended PD	Calculated based on PD offered. 3 Teachers absent from PD due to illness.
	ESPHS	100% <ul style="list-style-type: none"> Co-teaching – push-in model PD 	20% of teachers utilized PD	Indigenous Education PD will need to be rescheduled next year. Several factors affected the delivery of PD including staffing vacancies and COVID closures.
	WCS	100% <ul style="list-style-type: none"> Blanket Project/Dene Carnival PD 	100% PD day %100	Calculated based on PD Offered.

		<p>Day Feb. 19, 2020</p> <ul style="list-style-type: none"> Individual grade level PD 	Individual Grade Pd	
Number of local resource people involved in planning and delivering Cultural Orientation Days.	ESJS	Approximately 20-30	20	ESJS had 20 resource people: 4 for Plant Camp, 7 for Fish Camp, 4 for Rabbit and Traditional Lifestyle Camp, 1 for Dog Camp PD, and 4 Involved in Cultural PD
	ESPHS	Approximately 20-30	1	Push in Model was supported by the Indigenous Language Support worker. Additional PD needs to be rescheduled because of camp cancellations due to COVID. ESPHS did not have the scheduled on-the-land or cultural PD day staff this year due to COVID. The waterways camp for Grade 8/9 had to be cancelled. Cultural PD that was scheduled from March - June also had to be cancelled, as well as the culture PD sessions.
	WCS	Approximately 20-30	20	WCS had 20 local resource people: 4 for Plant Camp, 7 for Fish Camp, 4 for Rabbit and Traditional Lifestyle Camp, 1 for Dog Camp PD, and 4 Involved in Cultural PD

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 table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>Each of the schools uses 8 conversational phrases that can be introduced to all students in the school. This is done in a variety of ways – through school announcements, staff meetings (introduction of vocabulary to staff), the cultural PD activities, weekly memos to staff, and school displays. These conversational phrases or words change as they are integrated into regular school culture.</p> <p>Indigenous language students are leading or becoming the champion of language by aiding staff and creating school based change through QR-coding of words and signage. They also lead through announcements, prayer and liturgical celebrations.</p> <p>Our goals are to:</p> <ul style="list-style-type: none"> • 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
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	ILE Plans submitted
% of schools offering Indigenous language training and support to all staff members.	100% of all classroom teachers	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Signage is in all three schools with Dene Laws, cultural displays, and labels in the elementary schools. ESPHS translated its school prayer into Wiliideh Yati and used it at their liturgies. Willideh Yati O’Canada by Weledeh students recorded and shared for use at all three schools. Introduction of Willideh Yati in JK and K classrooms was very successful.		

Areas for Development for the region	We are continuing to plan for more places to display Indigenous language in our schools. Activities promoting Indigenous languages need to increase in the next academic year for all three of our schools.
Additional Comments for the region	YCS continues to work towards secure Willideh Yati speakers as instructors in our schools, however the number needed versus the number available requires us to continue to find alternative ways to provide language learning experiences for our students.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	ESJS	<ul style="list-style-type: none"> • Signage • Greeting/Phrases • Morning Announcements/Assemblies/Liturgies • Project/event specific 	Signage added to door labels Greetings taught and practiced. Language used in announcements	
	ESPHS	<ul style="list-style-type: none"> • Signage • Morning Announcements/Assemblies/Liturgies • Greetings/phrases 	School prayer, Morning announcements, St. Pat's created new translated Dene laws posters	
	WCS	<ul style="list-style-type: none"> • Signage • Greeting/Phrases - Staff • Morning Announcements daily /Assemblies • Project/event specific 	Signage posted, greetings used, language being requested by teachers for units	

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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>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.</p> <p>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. This is based on traditional teachings, as community is key.</p> <p>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 at the school 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. It has been important for the youth drummers to also work with Elders and YKDFN drummers to understand prayer songs and the connections and power of the drum to not only the Creator but to the land, animals and our community. Our schools are striving to have visible evidence of honouring this holistic way of being. For example, Ecole St. Patrick High School began their year by Indigenizing their prayer tables. Weledeh Catholic School began the year with a feeding the fire ceremony to ensure that Indigenous spiritual practices and Indigenous education is a focal point for their school.</p> <p>Spiritual learning is essential in Indigenous education and we have worked with elders to choose themes from Dene Kede that are age appropriate. Each grade level works with one main theme from Dene Kede during culture camps. Each year the students use prior knowledge and build their skill sets by repeating tasks but at increasing levels of challenge. We have gone from elders teaching the students, to students doing the tasks independently, to our older students working as leads at camp to teach younger students.</p> <p>Teachers are also beginning to integrate Dene Kede into their units of learning. For example, the Science units on Weather have incorporated traditional knowledge of how to read the sky, legends about the sun, moon, northern lights or the rainbow, and Wiliideh vocabulary for weather words.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<ul style="list-style-type: none"> ● Restorative Circle Practices ● PD based on dene kede themes that can be incorporated and built into camps and classroom culture ● PD For JK and Kgn teachers offered to use play based resources in their classrooms. 	<p>100% restorative circle practices.</p> <p>56% of Grade appropriate PD on Dene Kede was used. The remaining 44% missing was due to school closures.</p> <p>72% of JK and K teachers received their PD.</p>	<p>Due to school closure, the following grade level PD's were cancelled: Grade 5,6,8, and K.</p>
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Restorative circles are a success at our schools. There is a noticeable increase of teachers requesting resources and support to implement Indigenous teachings into their classroom activities. The professional development model of providing learning for grade level staff prior to teaching and learning Dene Kede units and on-the-land experiences allows for greater understanding and implementation than the previous all staff PD model. However, we continue to focus on full staff PD in areas of Residential Schooling and TRC which are relevant to all staff.</p>		
<p>Areas for Development for the region</p>	<p>Continue to support teachers to help bring in the Dene Kede curriculum into their regular classroom activities, lessons and units. Support staff with resources that can be easily integrated as well as develop a scope and sequence including a resource alignment that support permeation and integration.</p>		
<p>Additional Comments for the region</p>	<p>Plans to develop more PD opportunities about Indigenizing education during "Learning Together Sessions" for the next academic year which provide relevant bite sized learning in focus areas.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
<p>Indigenous teaching and learning practices being focused on I each school (spiral, holistic, experiential, and/or relational)</p>	ESJS	<ul style="list-style-type: none"> Land based spiral learning – building 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 & other curriculum areas Incorporating Wiliideh language or drumming into liturgies and prayer 	70%	<p>Increased staff presence at ESJS this year with two days/ week dedicated in house by Culture support staff. Wiliideh language not yet incorporated into liturgies, but used by some teachers in class prayer.</p> <p>Land Based Learning: 65% (5/9 Grade Level camps happened, tent frame/land based activities held weekly pre COVID)</p> <p>Collaborative Teaching: 70%</p> <p>COVID19 impacts prevented additional scheduled activities from taking place.</p>
	ESPHS	<ul style="list-style-type: none"> Land based spiral learning (as above) Collaborative Teaching (curriculum) (as above) Incorporating Wiliideh language or drumming into liturgies and prayer 	<p>100% of liturgies scheduled Sept-Mar.</p> <p>70% Collaborative teaching opportunities</p> <p>Camps: 2/8 happened</p>	<p>Collaborative teaching happened within the Northern Studies, Social studies and English classes with ILE staff. Every liturgy from Sept-March included an Indigenous component of Drum prayer or the school prayer in Wiliideh Yati.</p> <p>COVID10 impacts prevented additional scheduled activities from taking place</p>
	WCS	<ul style="list-style-type: none"> Restorative Practices Land based spiral learning (as above) Collaborative Teaching (as 	85%	<p>Restorative Practices used 100% of the time</p> <p>Collaborative Teaching 70%</p> <p>Liturgies have Wiliideh</p>

		<p>above)</p> <ul style="list-style-type: none"> Incorporating Wiliideh language or drumming into liturgies and prayer 	<p>language every time 100%</p> <p>Land Based Learning: 75% (Wolves on the Land used tent frame and land activities several times a week, 5/9 grade level camps happened).</p> <p>COVID10 impacts prevented additional scheduled activities from taking place</p>
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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, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>To use project and inquiry-based learning to allow students to define their own learning experiences through Indigenous themes. This includes using and developing students projects for other students to access. (ie: a ESPHS student created colouring books about a legend used by younger students which was distributed this school year to Grade 3 and 4 classes).</p> <p>We work to Indigenize all curriculum through cultural enhancing activities. In order to support programming, a website has been created for teachers and families, and will be launched by May 1. Weekly suggestions for families to try at home, VR experiences, legends, and public resource documents are included.</p> <p>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. They will be part of a “push-in model” or “Co-teaching”, where they can suggest, help develop</p>
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	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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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	<ul style="list-style-type: none"> Teachers share student or teacher work during common planning meetings and PD Sessions. (for example stories, legends, art work, video guest speakers and lessons etc. that can be used with other grade levels to support indigenization of curriculum) Provide Cultural Support staff to increase use of Dene Kede and find natural curriculum ties 	Evident in emails, common planning meetings, social media posts and displays Cultural Support Staff available 2 days per week at ESJS, Elder in School at WCS, flex times and a Cultural Staff member at EPHS. Units and Resource sharing also provided	
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	Elementary teachers are making more natural connections to Dene Kede in their classes. There has been an increase in the use of Culturally appropriate kits from the museum. For example, Grade 1 teachers at ESJS incorporated moccasin materials and the Pelt kit from the museum into their matter and materials unit.		

Areas for Development for the region	ESPHS will need more attention next year. The cultural support position was vacant for the majority of the school year.
Additional Comments for the region	The YCS Indigenous Education Coordinators have been developing resources, creating a website and lessons using Dene Kede to support YCS teachers during Spring 2020. This resource site will continue to be developed and has received great feedback. It has been shared through the NWT and is being accessed and used by language teachers in other regions, with the changing of the language base for the activities.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	ESJS	100%	80%	Some teachers need support moving forward to add more Indigenous content to their classes. Due to COVID, ESJS teachers lost 16 days for Cultural Staff Support
	ESPHS	100%	50%	An Indigenous support worker at ESPHS was only available for one month. During that time, support was given primarily to the Social Studies, Wildlife and Northern Studies teachers. Due to Covid closures and remote learning, it is difficult to find evidence to show that Indigenizing Education is an active process for all teachers.
	WCS	100%	100%	Evidence of Indigenizing Education is apparent in the use of program resources, project displays, and the requests for support. It is also evident in the frequency and use of the tent frame for incorporating culture and language into the curricular activities, as well as the Wolves on the Land program which every class participated in, with the exception of those scheduled after school closures.

Offering Key Cultural Experiences

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

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

<p>Regional approach to offer key cultural experiences</p>	<p>We work to promote a respect for the land and recognize its value to culture. We work to provide a variety of opportunities for Indigenous students to develop skills and attitudes needed to achieve success through mentorship both on the land and in the school.</p> <p>This includes working with elders and knowledgeable resource people to create a connection to the land, animals, Creator and the community. Cultural experiences are provided from a holistic perspective to include all the connections. For example, sewing instruction is provided with the teachings of family roles, languages and the understanding that all our talents are connected to the Creator. Drumming is taught with the understanding of the power of the drum and how this connects the young men to the culture in addition to the skill of drumming.</p> <p>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. Our high school students are recognized for the skills they have. The older students are then asked to come as cultural leads at camps with younger students.</p> <p>At each school there is a program developed (Options, Flex Block and Genius Hour) that allows students the opportunity to access Indigenous programming that is of interest and relevant to their development. This may include activities such as sewing, jigging, drumming, hand games, traditional games, beading, leadership skills etc.</p> <p>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 supported in the use of the wall tents so that traditional teaching, and land-based education is combined into regular everyday teaching practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>% of schools with On-the-Land Key Cultural Experiences for students.</p>	<p>100%</p>	<p>100%</p>	<p>All three of YCS schools have offered On-the-Land Key experiences. These are as follows: Weledeh had Grade 1 Plant camp, Grade 2 Dog and Dog Sledding Camp, Grade 3 Rabbit and Hare Camp, Grade 4 Winter Traditional Lifestyles, Grade 4 Hunt Fish camp, Grade 7 Fish camp with a total of 9 classes participating in day camp experiences. ESJS had Grade 1 Plant camp, Grade 2 Dog and Dog Sledding Camp, Grade 3 Rabbit and Hare Camp, Grade 4 Winter Traditional Lifestyles,, Grade 7 Fish camp with a total of 14 classes participating in day camp experiences. ESPHs had 2 Northern Studies and a Wildlife class participate in a Rabbit camp, and two Cultural Leadership camps for a total of 4 camp days.</p>
<p>% of schools with Key Cultural Experiences that include full staff participation.</p>	<p>100%</p>	<p>100% of experiences scheduled Sept-March, 65% Sept-June</p>	<p>Multiple Key Cultural Experiences including camps, the Weledeh Feast, YCS Hand Games Tournament were cancelled due to COVID</p>
<p>Areas of Strength for the region</p>	<p>The Culture camp program is well developed and maintained for our schools. Staff are requesting support to implement learning in the wall tent with our Indigenous Support Worker. This is most definitely an area of strength for YCS in respect to all staff and students experience.</p>		

Areas for Development for the region	The wall tent program will continue to be expanded to increase opportunities for our schools.
Additional Comments for the region	Due to the COVID pandemic, several of our camps and programs were cancelled.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	ESJS	JK-7 Weekly	Weekly	Experiences include lessons attached to our camps, camp experiences, legend visits, language lessons, tent frame lessons, etc.
	ESPHS	8-12 Weekly	Weekly	Experiences include Flex times, Orange Shirt Mentorship activities, Northern Studies Camps, Three Feathers movie screening, Northern Studies Blanket Project, Tent frame lessons, etc.
	WCS	JK-7 Weekly	Daily	Experiences include lessons attached to our Camps, Camp experiences, Legend visits, Wiliideh Yati Language lessons, Tent frame lessons, etc., Dene Law lessons, etc.
Type of Key Cultural Experiences provided	ESJS	<ul style="list-style-type: none"> Options Program – where students self select Indigenous activities based on their interests Culture Camps Guest speakers Use of on site Culture 	3 Options sessions offered to Grade 6/7 5/9 Culture Camps offered Tent Frame was used by 50% of the classes on a weekly basis, weather permitting	

		<p>space using land based teachings</p> <ul style="list-style-type: none"> • JK Drumming presentations 	<p>100% of planned JK presentations happened</p>	
	ESPHS	<ul style="list-style-type: none"> • Flex block - where students self select Indigenous activities based on their interests • Culture Camps • Class Guest Speakers • Use of on site Culture space using land based teachings 	<p>4 of 6 Flexes offered. (1 Beading, 1 Sewing, 2 Hand Games)</p> <p>4 Culture Camp days provided. 100% of Guest Speaker events planned occurred</p> <p>Tent frame was used almost weekly by Wildlife classes, Northern Studies and as a Special event space</p>	<p>Two scheduled flexes were cancelled due to COVID.</p> <p>The waterways and canoeing culture camp was cancelled due to the covid-19 pandemic.</p> <p>Student cultural leaders were provided with land-based learning experiences (i.e. camp prep, cutting trail, etc.)</p> <p>Guest Speakers were invited primarily to the Northern Studies classes</p> <p>The tent frame was used as a cultural space to provide land based teachings for ESPHS students and guests (i.e. Surrey Catholic Schools).</p>
	WCS	<ul style="list-style-type: none"> • Genius Hour - where students self select Indigenous activities based on their interests • Culture camps • Elder in the classroom • Use of on site Culture 	<p>Sewing session offered</p> <p>5/9 Culture camps</p> <p>Tent frame used by Wolves on the Land, in addition to language classes on a weekly basis</p> <p>100% of JK</p>	<p>4 Camps cancelled due to COVID</p>

		space using land based teachings <ul style="list-style-type: none"> • JK Drumming presentations 	Drumming presentations happened	
% of schools that involve community members who are not a part of regular school staff in key cultural experiences	ESJS	100%	100%	
	ESPHS	100%	100%	
	WCS	100%	100%	

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 <i>Our Languages</i> curriculum through the TLC.	To extend Wiliideh Yati language programming as it is a central part of culture and identity, through resource and professional development to deliver the <i>Our Languages</i> curriculum. We have worked on translating resources to make books and activities for our district and region in Wiliideh yati. Highlights of this year include translating the ESPHS school prayer, creating videos of Wiliideh language use such as the sign of the cross, and adding language to the new website. This year, the resources and activities that were created have been used in more classrooms beyond the language classroom. Culture support staff, Indigenous language teachers and RILE have all
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	<p>been a part of ECE professional development opportunities to increase and expand the Our Languages curriculum.</p> <p>Our Indigenous language instructor has embraced the new curriculum and activities and is successful, in the delivery of the language program. Language growth is evident in many of our students. The language instructor has also partnered with teachers in the school to support their use of Wiliideh Yati in their classrooms.</p> <p>We work to value and infuse meaningful experiences and teaching of elders into school programming. We 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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	<ul style="list-style-type: none"> ● Books/Graphic Novels ● Language games ● Songs ● Translations ● Prayers ● Website resources 	<p>Projects ongoing: 2 Books in process 1 Language game Weledeh School Prayer translation</p> <p>Projects completed: St. Pat's School prayer Sign of cross Video of Rabbit Camp words Website</p>	YCS Indigenous Education Coordinators developed a resource website that incorporates most of the regional targets into one online hub.
Number of staff receiving training and support for development of Indigenous language resources.	4	4	Elder, RILE, Indigenous Education Coordinator and Language Instructor all attended the ECE Language Workshop
Areas of Strength for the region	The Wiliideh Yati classes at WCS continue to promote language growth as observed in the OLC language assessments. Indigenous language instruction is being included in more than the language classroom, with more lessons being offered to ESJS classes.		

Areas for Development for the region	Language support will be increased at ESJS during the next academic year to offer more opportunities for students to practice Wiliideh Yati.
Additional Comments for the region	Willideh Yati was introduced at the JK, K and grade 9 level this year. YCS is exploring options to provide Willideh Yati at the grade 10 level as well. This will be dependent on the ability to staff the program, alternative options that are being explored, as well as programming in relation to covid19 plans.

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	\$41,844	\$41,844		\$20,552		Due to school closures and COVID19 restrictions we were not able to offer our on-the-land camps or provide professional development to our staff. Funding for these areas will be rolled over into the 2020/2021 year and events rescheduled.

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2019-2020 Budget

Yellowknife Catholic Schools
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	19,293,309	19,393,697	19,871,779
Indigenous Languages Contributions			56,000
French Language Contributions	282,500	335,500	340,000
ECE Other Contributions			104,120
Sub-Total ECE	19,575,809	19,729,197	20,371,899
GNWT Other Contributions			16,610
Total GNWT	19,575,809	19,729,197	20,388,509
Federal Government Jordan's Principle	1,458,000		1,234,987
Federal Government Other			
Property Tax Requisitioned	4,444,000	4,174,000	4,174,000
Other Education Bodies	75,000	150,000	86,544
Education Body Generated Funds			
Rentals	180,000	180,000	180,000
School Fees			
Investment Income	60,000	60,000	60,000
Donations			
Other	296,000	302,800	302,800
Total Generated Funds	536,000	542,800	542,800
TOTAL REVENUES	26,088,809	24,595,997	26,426,840
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,795,694	1,798,361	1,798,361
School Programs (see Schedule 2)	16,207,506	17,445,771	17,566,501
Operations and maintenance (see Schedule 2)	2,323,266		
Inclusive Schooling (see Schedules 2&3)	5,750,449	4,296,029	5,531,016
Indigenous Languages and Education (see Schedules 2 & 4)	735,845	841,387	897,387
Student/Staff Accommodations (see Schedule 2)			
Debt Service	6,843	8,174	8,174
Other			
Sub-Total Expenses Before Amortization	26,819,603	24,389,722	25,801,439
Amortization (see Schedule 6)	1,600,000	1,600,000	1,600,000
TOTAL EXPENSES	28,419,603	25,989,722	27,401,439
ANNUAL OPERATING SURPLUS (DEFICIT)	-2,330,794	-1,393,725	-974,599
ACCUMULATED SURPLUS (DEFICIT) OPEN *	0	0	0
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	-2,330,794	-1,393,725	-974,599

*Not required for YK1 and YCS - See Schedule 6

**Department of Education, Culture & Employment
Council Approved 2019-2020 Budget**

**Yellowknife Catholic Schools
Consolidated Expenses - (Schedule 2)
Annual Budget**

Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Other	Total
	9,902,562		107,419				10,009,981
Teachers' Salaries			122,562	220,982			343,544
Regional Coordinators (RISC/RILE)			1,184,026				1,184,026
Program Support Teachers			211,120				211,120
Wellness Counsellors			2,785,037				2,785,037
Support Assistants				104,919			104,919
Indigenous Language Instruction				156,464			156,464
Cultural Resource Staff				30,000			30,000
Elders in Schools							
Non Instructional Staff	1,317,096	284,644					2,417,012
Board/Trustee Honoraria	68,000						68,000

EMPLOYEE BENEFITS

Employee Benefits/Allowances	3,721,076	85,622	1,104,401	150,624			5,299,545
Leave And Termination Benefits	25,000						25,000

STAFF DEVELOPMENT (Including Travel)

	2,700						25,700
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SERVICES PURCHASED/CONTRACTED

Professional/Technical Services	202,500	730,000	185,291	2,000			1,169,791
Postage/Communication							0
Utilities							0
Heating		316,000					316,000
Electricity		435,000					435,000
Water/Sewage		114,500					114,500
Travel			22,921				22,921
Student Transportation (Busing)	437,500		5,000	11,000			453,500
Advertising/Printing/Publishing	20,500			15,000			64,500
Maintenance/Repair	500	337,500					341,000
Rentals/Leases	8,000	42,000		7,911			57,911
Other Contracted Services	498,600	22,000					568,100

MATERIALS/SUPPLIES/FREIGHT

Assistive Technology			16,000	15,000			31,000
Materials	61,500		8,672	21,945			569,689
Freight			8,500				8,500

DEBT SERVICE

						6,843	6,843
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OTHER

							0
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SUB-TOTAL OF EXPENSES BEFORE AMORT

	1,795,694	16,207,506	2,323,266	5,750,449	735,845	0	26,819,603
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AMORTIZATION

						1,600,000	1,600,000
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TOTAL

	1,795,694	16,207,506	2,323,266	5,750,449	735,845	0	28,419,603
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**Department of Education, Culture & Employment
Council Approved 2019-2020 Budget**

**Yellowknife Catholic Schools
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	122,562	107,419	229,981
Program Support Teachers	1,184,026		1,184,026
Wellness Counsellors	211,120		211,120
Support Assistants	2,725,666	59,371	2,785,037
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	1,044,222	60,179	1,104,401
<u>STAFF DEVELOPMENT (Including Travel)</u>			
			0
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	206,212		206,212
Student Transportation (Busing)*	5,000		5,000
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	16,000		16,000
Materials	4,500	4,172	8,672
Freight			0
TOTAL	5,519,308	231,141	5,750,449

**Department of Education, Culture & Employment
Council Approved 2019-2020 Budget**

**Yellowknife Catholic Schools
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	220,982			220,982
Indigenous Language Instruction	104,919			104,919
Cultural Resource Staff	116,464	20,000	20,000	156,464
Elders in Schools	30,000			30,000
				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	140,624	5,000	5,000	150,624
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	2,000			2,000
Travel				0
Student Transportation (Busing)*	11,000			11,000
Advertising/Printing/Publishing		15,000		15,000
Rentals/Leases	7,911			7,911
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	15,000			15,000
Freight		5,101	16,844	21,945
TOTAL	648,900	45,101	41,844	735,845

**Department of Education, Culture & Employment
Council Approved 2019-2020 Budget**

**Yellowknife Catholic Schools
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	7
Territorial Schools:	
Teachers	84
Consultants	2
Classroom Assistants	
Secretaries	6
Custodians	3
School Community Counsellors	
Other - Specify	
Librarians	2
Junior Kindergarten	10
Inclusive Schooling:	
Regional Coordinator	1
Program Support Teachers	10
Wellness Counsellors	1
Support Assistants	22
Other - Specify	
Counsellors	2
TTC Staff	2
Support Assistants - Jordan's Principle	17
Indigenous Languages and Education:	
Regional Coordinators	2
Indigenous Languages Instruction Staff	2
Other - Specify	
Total Person Years	<u><u>171</u></u>

Department of Education, Culture & Employment
Council/District Approved 2019-2020 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Yellowknife Catholic Schools
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2019-2020 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	40,980,131	40,980,131
Opening Balance Investment in Tangible Capital Assets	39,375,136	
Less : Amortization (enter negative)	-1,600,000	
Plus : Capital acquisitions	160,000	
Plus : Debenture principal repayment	113,156	
Closing Balance Investment in Tangible Capital Assets	38,048,292	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		38,649,337
<hr/>		
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	601,045	601,045
<hr/>		
REPRESENTED BY:		
Opening Balance Operating Surplus	1,151,772	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	-2,330,794	
Amortization	1,600,000	
Capital acquisitions	-160,000	
Debenture principal repayment	-113,156	
Plus : Transfer from Investment In Capital Assets	1,326,844	
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	147,822	147,822
Opening Balance Decentralized Surplus	453,223	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	453,223	453,223
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

**Yellowknife Catholic Schools
(Yellowknife Public Denominational
District Education Authority)**

Consolidated Financial Statements

June 30, 2020

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Financial Statements

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**Yellowknife Catholic Schools
(Yellowknife Public Denominational District
Education Authority)**

Annual Financial Report

June 30, 2020





Yellowknife Catholic Schools

MANAGEMENT'S DISCUSSION AND ANALYSIS

The following management's discussion and analysis (MD&A) of the consolidated financial position and results of operations of Yellowknife Public Denominational District Education Authority (Yellowknife Catholic Schools) for the year ended June 30, 2020 should be read in conjunction with Yellowknife Catholic Schools' audited consolidated financial statements and related notes. The preparation of this report is the responsibility of management. It is the responsibility of the Board of Trustees to promote transparency and accountability.

The 2020-2021 school year will be an exciting year at Yellowknife Catholic Schools. We will continue to strive to provide faith-based, engaging, collaborative, innovative, learning environments that promote inquiry as a means to develop versatile and involved learners that are advocates of their personal learning journey.

We will provide all students with the opportunities to achieve their full potential with limited resources. The guiding principle of the 2020-2021 budget is to allocate our financial resources to allow our students to succeed. The budget will be balanced ensuring that today's dollars are spent to educate today's students with a focus on 21st century learning initiatives and student learning. Appropriate resources have been allocated so that students will have a full range of learning opportunities.

As our educational landscape moves us towards ensuring our students have the skills needed to be successful in the workplace, we will focus on developing the 21st-century skills of collaboration, communication, critical thinking and creativity using innovative teaching models that include inquiry, technology, and interest-based learning in personalized, student-centered environments.

Mission, Values and Beliefs

Yellowknife Catholic Schools is a family of learners: developing faith, celebrating culture, supporting diversity, teaching critical thinking and inspiring service to others.

Through Christ we value: truth, honesty, compassion, respect, forgiveness, service, love and living the faith.

We believe that we are a Catholic, Christ-centered community that strives to nurture the spiritual, intellectual, emotional, social and physical development of all learners.

Board of Trustees

There are seven trustees at Yellowknife Catholic Schools. Ms. Erin Currie is the Chair and Mr. Steven Voytilla is the Vice Chair. Other trustees are Revi Lau-a, Lori MacMillan Gallant, Candace Meadus, Tina Schauerte and Susan Waddell. There are two committees in place – Finance and Facilities. Trustee meetings are held each month and are open to the public.



Yellowknife Catholic Schools

Yellowknife Catholic Schools

Yellowknife Catholic Schools (YCS) is the only Catholic school board in the Northwest Territories. YCS was established in July 1951 and provides education of students from junior kindergarten to Grade 12.

YCS programs operate out of: École St. Patrick High School (ESPHS), Weledeh Catholic School (WCS), École St. Joseph School (ESJS), the Kimberlite Career and Technical Centre (KCTC), the Tallah Building, the Yellowknife Family Centre, Jim Murphy Maintenance Building and the Central Services Building. All of our facilities are in excellent condition.

The senior administration team during the 2019-2020 school year consisted of Simone Gessler– Superintendent; Pat Sullivan– Assistant Superintendent – Learning and Chris Cahoon – Assistant Superintendent – Business.

The principal at École St. Patrick High School is Todd Stewart. The principal at Weledeh Catholic School is Jenny Reid and the principal at École St. Joseph School is Don Reid.

Student and Teacher Population

The following is the student enrolment as of September 30th and the teachers that were employed as of September 30, 2019.

	Enrolment	Teachers	Pupil/Teacher Ratio
École St Patrick High School	536	32	17
Weledeh Catholic School	354	22	16
École St Joseph School	579	35	16
KCTC	0	4	0
TTC	0	1	0
	<u>1,469</u>	<u>94</u>	<u>16</u>

There was a total of 181 staff at YCS as of June 2020.



Yellowknife Catholic Schools

Strategic Plan

Vision Statement for 2016-2019

YCS will strive to provide engaging, collaborative, innovative, inquiry and faith-based learning environments as a means to develop versatile and involved learners that are advocates of their personal learning journey.

Goals

The goals of YCS are to:

- Foster inquiry and collaboration throughout the integration of technology and the development of 21st century classrooms.
- Provide rich literacy and numeracy instruction through collaborative and supporting programming
- Develop spiritually and culturally-rich global citizens with a sense of social justice and community awareness

Commitments

YCS is committed to the following:

- Engage in continuous growth and improvement, make decisions to enhance student learning and provide opportunities for the community to learn together.
- Provide all learners with a safe environment that promotes spiritual, academic, physical, emotional, and social growth, encouraging inquiry, innovation and self-reflection.
- Allocate resources based on our vision and commitment to our learners.

YCS realizes its responsibility to provide an excellent education for our students. Our district is proud of its reputation for providing high-quality education to the students of our community through continuous improvement and the cooperative efforts of the Northwest Territories (GNWT) Minister of Education, Culture and Employment (ECE), administration, teachers, staff, students, families and a supportive community.



Yellowknife Catholic Schools

Financial Condition

The audited consolidated financial statements were prepared for the Government of the Northwest Territories (GNWT) Minister of Education, Culture and Employment (ECE), in accordance with Canadian public sector accounting standards.

Highlights of YCS Financial Position

Financial Assets

The financial and non-financial assets of YCS consist of cash and accounts receivable. The cash balance was \$7,636,723 on June 30, 2020 (prior year - \$6,682,134) and indicates a good cash flow. The financial position at June 30, 2020 was \$8,401,702 (prior year \$7,779,524).

Liabilities

Liabilities consist of payroll liabilities, accounts payable and long term debt. The payroll liabilities consist of payroll liabilities to staff for July and August. The long term debt was reduced by \$108,516 during the year and is for a debenture on the Tallah building. Rental revenue for the Tallah building will more than cover the net financial debt.

The Consolidated Statement of Financial Position has a subtotal called "Net surplus (debt)". This line is an indicator of the ability to discharge all of the entity's surplus (debt) with financial assets. This year the net surplus is \$3,046,238 compared to the prior year with a net surplus of \$1,855,368. It indicates that YCS has sufficient assets to pay off all debt at year end.

Non-financial Assets

Non-financial assets include land and buildings that YCS has no intention of selling and that would not be able to be quickly converted to cash. The non-financial assets decreased from \$39,813,493 to \$38,508,672 which mainly reflects the change in the value of the tangible capital assets owned by Yellowknife Catholic Schools.

The \$1,417,949 decrease in tangible capital assets relates to depreciation of tangible capital assets for this fiscal year partially offset by renovation projects at École St Joseph School and Weledah Catholic School.

Accumulated Surplus

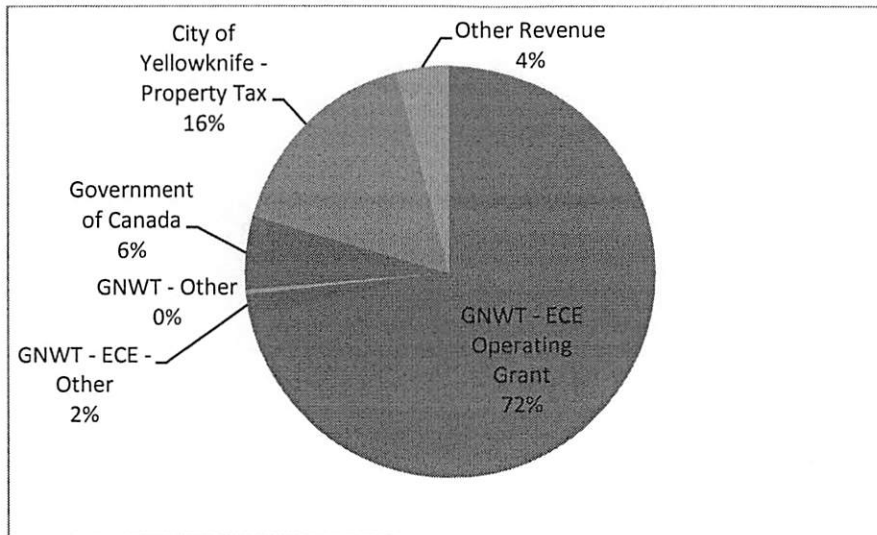
Accumulated surplus is equal to the difference between non-financial assets and net debt. Accumulated surplus represents the equity that YCS has generated in the last 69 years. The largest component of accumulated surplus is the Investment in Tangible Capital Assets. A further breakdown of accumulated surplus can be found on the Consolidated Statement of Accumulated Surplus.



Yellowknife Catholic Schools

Highlights of YCS Operations

Operating Revenue



Operating Revenue

The majority of the funding (71%) for YCS comes from the Government of the Northwest Territories (GNWT) Department of Education, Culture and Employment (ECE) as core funding. The core funding is derived from a funding formula developed by ECE. The most important factor in the funding formula is student enrollment. In total 72% of the revenue is from the Government of Northwest Territories.

During the year, Yellowknife Catholic Schools received funding from Jordan's Principle – Government of Canada. Jordan's Principle is funding to help support indigenous students so they can access the products, services and supports they need, when they need them.

YCS also generates revenue from property taxes – 16% of revenue. The City of Yellowknife collects property tax revenue on our behalf. Other GNWT funding includes contribution agreement funding for: French language programs, active after-school programs and health and wellness programs.

Board generated funds include donations, bus pass sales, after school program fees, investment revenue, and rental revenue.

YCS generates revenue from other school districts when a student from that district attends an YCS school and the other district receives GNWT core funding for that student.

YCS is economically dependent upon the GNWT for the majority of its operating revenue. Significant changes to enrollment in Yellowknife or to the GNWT funding formula would have dramatic effects on the future operations of YCS.

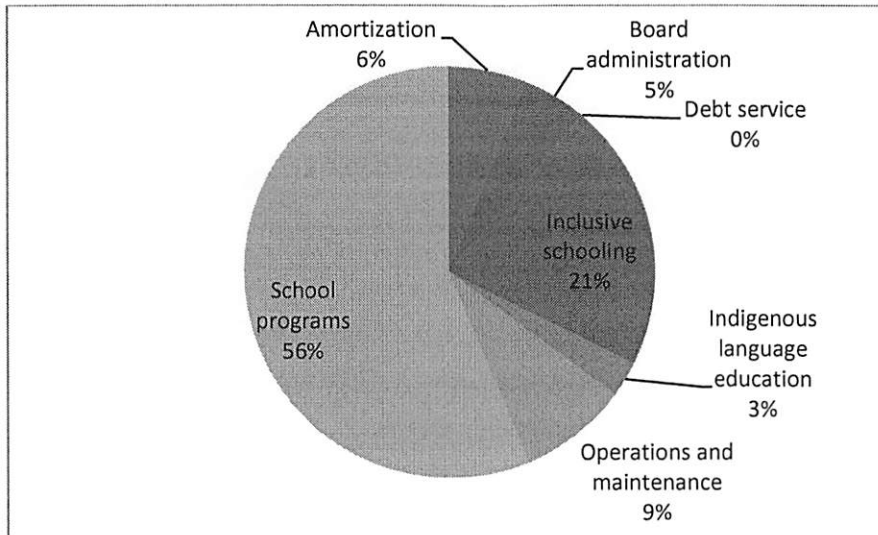


Yellowknife Catholic Schools

Operating Expenditures

The Consolidated Statement of Operations and Schedule 1 provide two different ways to classify expenditures. In the Consolidated Statement of Operations, expenditures are classified by program. Schedule 1 of the consolidated financial statements provides an additional breakdown by object.

Expenditures – By Program





Yellowknife Catholic Schools

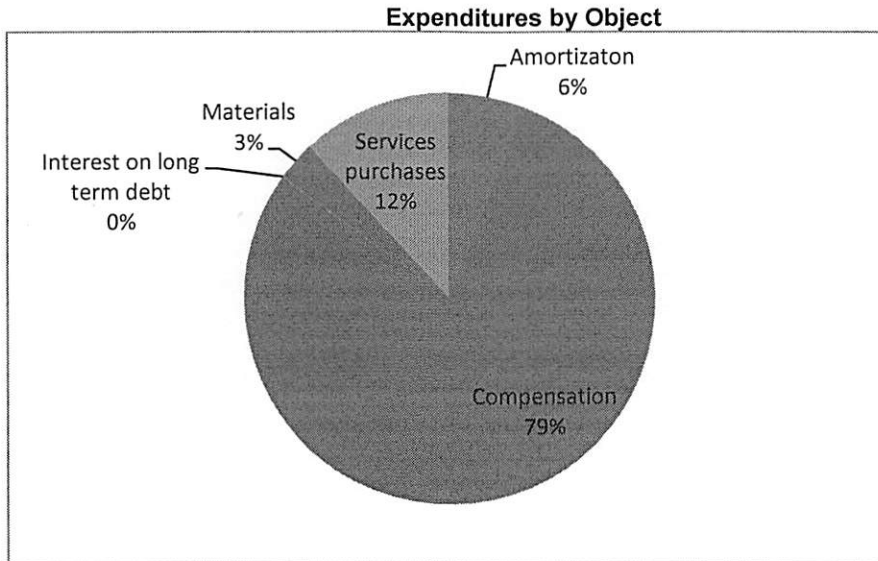
Expenditures – By Program

Program categories for YCS are:

- **Indigenous Language Education (3%):** Includes salary and benefits of Willideh Yati Language instructors, salary and benefits of the literacy coach, costs related to the creation of learning materials in the Willideh Yati language and the cost of running our indigenous language and culture camps.
- **Board Administration (5%):** Includes salary and benefits for central services administrative and technology staff, honoraria for trustees, audit and legal fees, travel costs, advertising and publishing costs.
- **Debt service:** Relates to interest on long-term debt for the repayment of debentures for the Tallah Building. Debenture repayments for the Tallah building are mostly funded through lease payments from Aurora College.
- **Inclusive schooling (21%):** Expenditures in this program relate to supporting students with diverse needs. This support can include enrichment opportunities as well as supporting students with learning challenges. Salary and benefits for program support teachers, literacy and early intervention teachers, the student services coordinator, counselors, classroom assistants, and advanced placement teachers are included in this category.
- **Operations and maintenance (9%):** Includes salary and benefits of maintenance staff, cost of electricity, fuel and water, expenditures on janitorial services, expenditures on repair and maintenance of our facilities (including minor capital projects).
- **School programs (56%):** Salary and benefits for the majority of teachers are recorded in this program. Other large components of expenditure in this program are salary and benefits for school administrative assistants, curriculum coordinators, the cost for school textbooks and supplies and the cost of busing services.
- **Amortization (6%):** This expense relates to the rational and systematic manner to write off the value of the tangible capital asset over an appropriate number of accounting periods.



Yellowknife Catholic Schools



Expenditures by Object

- **Compensation (79%):** Includes salary for teachers, coordinators, classroom assistants, maintenance staff, administration assistants, counsellors, technology staff, administrative staff and trustee honoraria. The majority of YCS staff is unionized and collective agreements with the unions specify pay and benefits for these staff. Compensation also includes employee benefits which consists of employer contributions to pension plans, extended health and dental plans, CPP, EI, WSCC premiums, life insurance, long term disability insurance, maternity leave, professional development, medical travel, vacation travel, removal benefits and other allowances.
- **Services purchased/contracted (12%):** Include busing, janitorial services, insurance services, security services and snow removal.
- **Materials/freight (3%):** Include expenses for material and freight of goods.
- **Amortization (6%):** This expense relates to the rational and systematic manner to write off the value of the tangible capital asset over an appropriate number of accounting periods.
- **Debenture interest:** Include interest expense paid during the year for the Tallah building debenture.



Yellowknife Catholic Schools

Operating Deficit

At the end of the year, there was an operating surplus of \$3,729,745.

Summary of Accumulated Surplus

	Opening	Increase (Decrease)	Closing
Operating fund surplus	2,266,834	977,504	3,244,338
Investment in tangible capital assets	39,120,954	-1,309,435	37,811,519
Decentralized budget accumulated surplus	281,073	217,980	499,053
	41,668,861	-113,951	41,554,910

The operating fund surplus increased by \$977,504 during the year. This was mainly due to changes in the tangible capital assets, increased funding from the Government of the Northwest Territories and new funding from Jordan's Principle.

Investment in tangible capital assets represents the amount of funds received and recognized as revenue that allow us to purchase our tangible capital assets less accumulated amortization. The decrease in this account this year is due to amortization of our tangible capital assets offset by the principal portion of the repayment of the debenture on the Tallah Building and offset by renovation projects at École St Joseph School and Weledah Catholic School.

The decentralized budget accumulated surplus consists of funds, which are committed to or designated to specific purposes. The majority of these funds are professional development obligations carried forward under the terms of employment contracts. Other significant amounts in the decentralized budget accumulated surplus are school-based funds. Decisions on expenditure of school based funds are made by individual schools under YCS' School Based Decision Making Procedure.



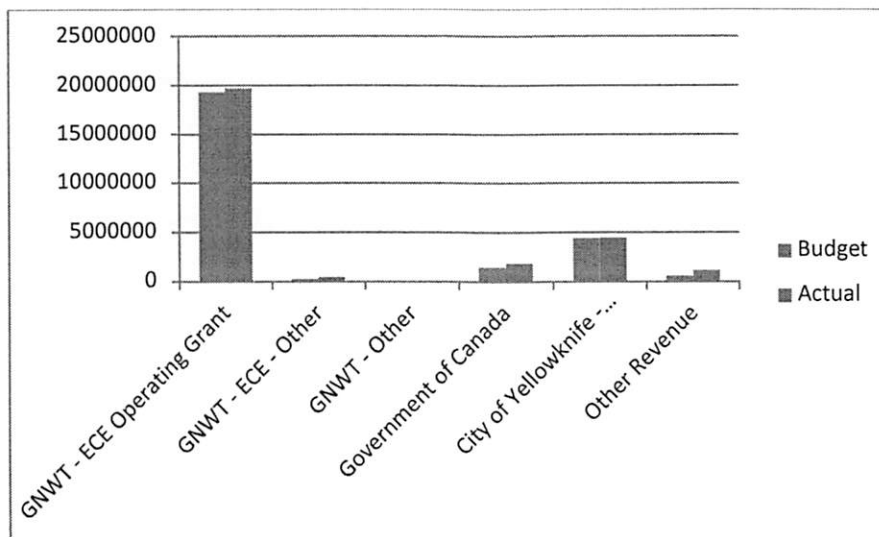
Yellowknife Catholic Schools

Budget Variance

Revenue

In the 2019-2020 fiscal year, an annual deficit of \$2,330,794 was budgeted and the actual deficit was \$113,951. The budgeted revenue for 2019-2020 was \$26,088,809 and the actual revenue was \$27,390,611. The increase in revenue is due to increased core and other contributions from the Government of Education, Culture and Employment and Jordan's Principle funding.

Revenue – Current year (Actual) vs Budget



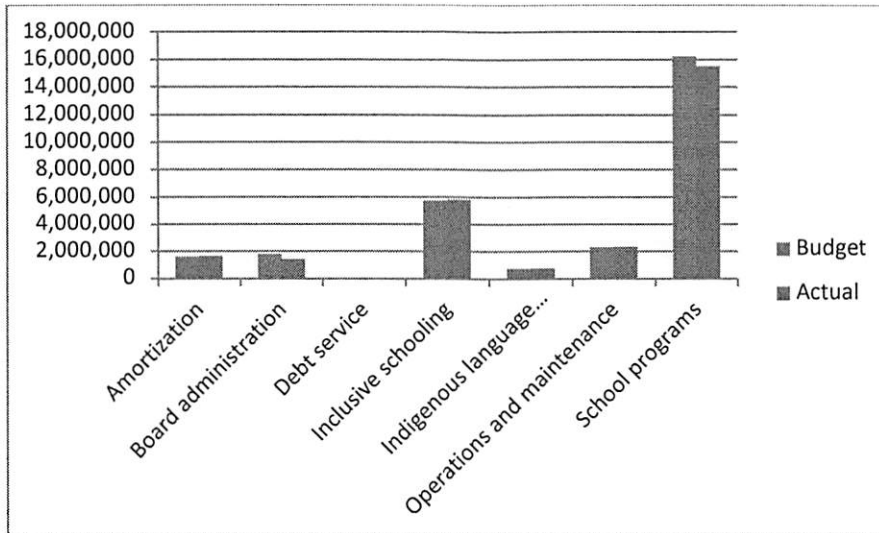


Yellowknife Catholic Schools

Expenditures

The budgeted expenditures for the 2019-2020 fiscal year were \$28,419,603 and the actual expenditures were \$27,504,563 resulting in a variance of \$915,040. The variance is primarily due to the closure of schools due to COVID-19.

Expenditures – Budget vs. Actual





Yellowknife Catholic Schools

Summary and Outlook

The 2020-2021 school year will be an exciting year at all three schools. We will continue to focus on 21st century learning skills. This year we continue the theme of Merciful Hearts, with the specific focus on Mercy that Serves.

In the budget for 2020-2021, the Trustees committed to supporting all the present programs and positions at Yellowknife Catholic Schools. The Trustees and administration will continue to work together to provide the best education while being fiscally responsible.

The Board of Trustees and senior staff will work on a strategic plan for the next five years.

YCS has a healthy operating fund surplus for the year and strong cash position that will allow us to continue to operate in a financially prudent manner in the future. YCS will continue to be challenged to provide quality education in a fiscally responsible manner. While we are faced with financial constraints, we will ensure that today's dollars are spent on today's students. This will ensure that all of our students are prepared for their exciting lives.

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

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2020

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

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

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

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

Approved and confirmed on behalf of the Yellowknife Catholic Schools.



Superintendent



Assistant Superintendent - Business

September 16, 2020

Independent Auditors' Report

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

Report on the Audit of the Financial Statements

Qualified Opinion

We have audited the consolidated financial statements of Yellowknife Public Denominational District Education Authority ("Yellowknife Catholic Schools"), which comprise the consolidated statement of financial position as at June 30, 2020, and the consolidated statements of its operations, consolidated changes in net assets (debt), consolidated statement of accumulated surplus and its consolidated cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies and other explanatory information.

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion section of our report, the financial statements present fairly, in all material respects, the financial position of the Yellowknife Catholic Schools as at June 30, 2020 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

School generated funds controlled by the Yellowknife Catholic Schools are not reported and presented in the accompanying financial statements. School generated funds represent fundraising activities for the benefit of student life enhancement. They are controlled through the Yellowknife Catholic Schools due to the nature of these activities which must be approved at the Yellowknife Catholic Schools' Administration level. This represents a departure of Canadian public accounting standards because school generated funds are determined to be under the control of the Yellowknife Catholic Schools and as such are required to be included under the government reporting entity.

Also, we were unable to determine the amount of school generated funds; therefore, school generated funds revenue, expenses, and assets and surplus for the year ended June 30, 2020 are not recognized nor audited in the accompanying financial statements.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the consolidated Financial Statements section of our report. We are independent of the Yellowknife Catholic Schools in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the Annual Financial Report, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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

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

In preparing the consolidated financial statements, management is responsible for assessing the Yellowknife Catholic Schools' ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Yellowknife Catholic Schools or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Yellowknife Catholic Schools' financial reporting process.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

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

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

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Yellowknife Catholic Schools' internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Yellowknife Catholic Schools' ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Yellowknife Catholic Schools to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Report on Other Legal and Regulatory Requirements

In conjunction with the audit of the financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.



Yellowknife, Northwest Territories
September 16, 2020

Chartered Professional Accountants

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

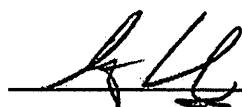
Consolidated Statement of Financial Position

As at June 30,	2020	2019
Financial Assets		
Cash and cash equivalents (Note 4)	\$ 7,636,723	\$ 6,682,134
Accounts receivable (Note 8)	554,089	881,830
Due from the Government of Canada (Note 12)	210,798	215,560
	8,401,610	7,779,524
Liabilities		
Accounts payable and accrued liabilities (Note 9)	192,012	660,260
Accrued payroll liabilities (Note 9)	3,024,310	2,972,366
Deferred revenue (Note 10)	826,912	498,838
Payroll benefits payable	16,451	18,636
Due to the Government of Canada (Note 12)	796	30,933
Pensions (Note 14)	88,000	70,300
Long-term debt (Note 15)	520,741	629,257
Post-employment benefits and compensated absences (Note 16)	686,150	1,043,566
	5,355,372	5,924,156
Net Financial Asset	3,046,238	1,855,368
Non-financial Assets		
Tangible capital assets (Note 18)	38,332,262	39,750,211
Prepaid expenses and deposits (Note 19)	176,410	63,282
	38,508,672	39,813,493
Accumulated Surplus	\$ 41,554,910	\$ 41,668,861
Represented By:		
Operating fund surplus	\$ 3,244,338	\$ 2,266,834
Investment in tangible capital assets	37,811,519	39,120,954
Decentralized budget accumulated surplus	499,053	281,073
	\$ 41,554,910	\$ 41,668,861

Contractual obligations and contingencies (Note 21 and 22)

Approved on behalf of the Board

 Trustee

 Trustee

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Operations

For the period ended June 30,	2020 Budget	2020 Actual	2019 Actual
Revenue			
Government of the Northwest Territories			
ECE - Regular contributions	\$ 19,293,309	\$ 19,624,178	\$ 19,643,279
ECE - Other contributions	282,500	450,760	521,009
Total ECE contributions (Note 30)	19,575,809	20,074,938	20,164,288
GNWT - Other contributions (Note 31)	-	100,442	83,210
Total GNWT contributions	19,575,809	20,175,380	20,247,498
Government of Canada - grants and contributions	1,458,000	1,607,452	1,064,122
City of Yellowknife - property tax requisitioned	4,444,000	4,472,210	4,188,905
Other Education Authorities			
Extra-jurisdictional tuition	75,000	130,650	86,544
Education authority generated funds			
Rentals	180,000	174,319	139,444
Fees and sales	296,000	150,282	144,637
Investments	60,000	133,678	135,405
Donations	-	44,420	40,752
Other	-	502,220	540,506
Total generated funds	536,000	1,004,919	1,000,744
	26,088,809	27,390,611	26,587,813
Expenditures			
Amortization (Schedule 1)	1,600,000	1,659,314	1,640,149
Board administration (Schedule 1)	1,795,694	1,405,451	1,379,691
Debt service (Schedule 1)	6,843	10,884	17,028
Inclusive schooling (Schedule 2)	5,750,449	5,823,127	5,709,862
Indigenous languages and culture (Schedule 3)	735,845	769,754	828,626
Operations and maintenance (Schedule 1)	2,323,266	2,343,283	2,228,886
School programs (Schedule 1)	16,207,506	15,492,749	15,069,440
	28,419,603	27,504,562	26,873,682
Annual operating surplus (deficit) before other items	(2,330,794)	(113,951)	(285,869)
Other items			
Proceeds on fire damages insurance claims	-	-	1,636,833
Costs of fire damages repairs	-	-	(1,636,833)
Annual surplus (deficit)	(2,330,794)	(113,951)	(285,869)
Opening accumulated surplus	41,668,861	41,668,861	41,954,730
Closing accumulated surplus	\$ 39,338,067	\$ 41,554,910	\$ 41,668,861

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Changes in Net Assets

For the period ended June 30,	2020 Budget	2020 Actual	2019 Actual
Annual Surplus (deficit)	\$(2,330,794)	\$ (113,951)	\$ (285,869)
Acquisition of tangible capital assets	(160,000)	(241,363)	(144,922)
Amortization of tangible capital assets	1,600,000	1,659,312	1,640,149
Change in prepaid expenses and deposits	-	(113,128)	(4,728)
Increase in net assets	(890,794)	1,190,870	1,204,630
Net assets (debt), beginning of year	1,855,368	1,855,368	650,738
Net assets, end of year	\$ 964,574	\$ 3,046,238	\$ 1,855,368

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Cash Flows

For the period ended June 30,	2020	2019
Cash provided by (used in):		
Operating transactions		
Operating surplus (deficit)	\$ (113,951)	\$ (285,869)
Items not affecting cash:		
Amortization	1,659,312	1,640,149
	1,545,361	1,354,280
Changes in non-cash working capital items		
Decrease (increase) in due from the Government of Canada	4,762	(103,109)
Decrease (increase) in accounts receivable	327,741	(763,031)
Increase (decrease) in accounts payable	(468,248)	(214,720)
Increase (decrease) in payroll benefits payable	(2,185)	(154,205)
Increase (decrease) in due to the Government of Canada	(30,137)	(405,819)
Increase (decrease) in pensions	17,700	(68,600)
Increase in deferred revenue	328,074	498,838
Increase in post-employment benefits	(357,416)	70,429
Increase (decrease) in accrued payroll liabilities	51,944	372,384
Increase in prepaid expenses	(113,128)	(4,728)
	(240,893)	(772,561)
Cash provided by (used in) operating transactions	1,304,468	581,719
Financing transaction		
Repayment of long-term debt	(108,516)	(102,874)
Capital transaction		
Acquisition of tangible capital asset	(241,363)	(144,922)
Increase in cash and cash equivalents	954,589	333,923
Cash and cash equivalents, beginning of year	6,682,134	6,348,211
Cash and cash equivalents, end of year	\$ 7,636,723	\$ 6,682,134

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Accumulated Surplus

For the period ended June 30,	2020	2019
Operating Fund Surplus		
Operating fund surplus, beginning of year	\$ 2,266,834	\$ 988,200
Annual surplus (deficit)	(113,951)	(285,869)
Transfer from investment in tangible capital assets	1,309,435	1,392,353
Transfer from (to) decentralized budget accumulated surplus	(217,980)	172,150
Operating fund surplus, end of year	\$ 3,244,338	\$ 2,266,834
Transfer from Investment in Tangible Capital Assets consists of:		
Amortization	\$ 1,659,314	\$ 1,640,149
Capital acquisitions	(241,363)	(144,922)
Debenture principal repayment	(108,516)	(102,874)
	\$ 1,309,435	\$ 1,392,353
Investment in Tangible Capital Assets		
Investment in tangible capital assets, beginning of year	\$ 39,120,954	\$ 40,513,307
Amortization	(1,659,314)	(1,640,149)
Capital acquisitions	241,363	144,922
Debenture principal repayment	108,516	102,874
Investment in tangible capital assets, end of year	\$ 37,811,519	\$ 39,120,954
Decentralized Budget Accumulated Surplus		
Decentralized budget accumulated surplus, beginning of year	\$ 281,073	\$ 453,223
Transferred from (to) operating fund surplus	217,980	(172,150)
Decentralized budget accumulated surplus, end of year	\$ 499,053	\$ 281,073
Total Accumulated Surplus	\$ 41,554,910	\$ 41,668,861

Yellowknife Catholic Schools

(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

1. Nature of the Organization

Yellowknife Public Denominational District Education Authority, Yellowknife Catholic Schools ("YCS") was established in July 1951 and is presently the only Catholic school board in the Northwest Territories. A full range of instructional programs ranging from Junior Kindergarten through Grade 12 is offered by the YCS.

YCS is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the YCS includes all aspects of operation and management relating to Catholic education within the boundaries of the City of Yellowknife. The Board of Trustees is the lowest (and sole) level of government exercising oversight responsibility. The consolidated financial statements of the YCS are not included in the financial statements of the City of Yellowknife as the YCS trustees are a separate governing body that is not under the control of the City of Yellowknife. The City of Yellowknife, however, does collect and remit property taxes requisitioned by the Board.

2. Significant Accounting Policies

(a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements reflect the assets, liabilities, revenue and expenses of the reporting entity, which is composed of all organizations which are controlled by YCS. These organizations include the three schools, a maintenance shop and the Kimberlite Career and Technical Centre.

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

YCS uses fund accounting to separate transactions between its Operating fund surplus, Investment in tangible capital assets and Decentralized budget accumulated surplus.

Operating Fund Surplus

The Operating fund surplus is the general operating fund of the YCS in which all transactions concerned with current operations are recorded. Substantially all territorial, local (primarily property tax), and other operating revenue is accounted for in the Operating fund surplus. In accordance with accounting principles that are considered appropriate for organizations of this type, tangible capital assets acquired and debenture debt repayment that are financed with operating funds are treated as expenditures in the Operating fund surplus and then transferred to the Investment in tangible capital asset fund. The Operating fund also accounts for expenditures and contributions to or from other funds (transfers) which provide for day-to-day operations.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

2. Significant Accounting Policies (continued)

(a) Basis of Accounting (continued)

Operating Fund Surplus (continued)

In summary, the Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and Decentralized budget accumulated surplus.

Investment in Tangible Capital Assets

The Investment in tangible capital assets fund is used to account for financial transactions related to the acquisition of tangible capital assets in excess of \$50,000.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to the Investment in tangible capital assets fund. This results in a corresponding increase in the equity in tangible capital assets. Other additions are initially charged to the statement of operations.

Decentralized Budget Accumulated Surplus

The Decentralized budget accumulated surplus fund represents specific amounts eligible for carry-over to subsequent years for each school.

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

(c) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash and cash equivalents, accounts receivable, and due from the Government of Canada.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, due to the Government of Canada, long-term debt, payroll benefits payable and accrued payroll liabilities.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

2. Significant Accounting Policies (continued)

(c) Financial Instruments (continued)

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

(d) Non-Financial Assets

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

(e) Tangible Capital Assets

Tangible capital assets acquired for more than \$50,000 are capitalized and amortized. Tangible capital assets are recorded at cost plus any betterments less accumulated amortization. The cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. The buildings, portables and equipment will be amortized using the straight line method, based on their useful life. The buildings, portables and equipment have useful lives of 40, 25 and 10 years respectively. Any additions to the buildings and portables will be amortized over the remaining useful life of the assets.

Capital facilities planning and construction with certain exceptions are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year-end are recorded as deferred revenue.

(f) Revenue Recognition

Government Transfers

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

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

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

2. Significant Accounting Policies (continued)

(f) Revenue Recognition (continued)

Government Transfers (continued)

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

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

GNWT - Regular Contributions

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment, and are received in monthly installments. YCS retains surpluses and are responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

The YCS is economically dependent on the GNWT to provide funding for continued operations.

Local Tax Revenue

The *Education Act*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenue, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. This requisitioned amount is one portion of the property tax paid annually by property owners.

The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the YCS and is responsible for the collection of taxes.

Section 136(4) of the *Education Act* requires the amount requisitioned to be paid to the YCS in equal quarterly installments on or before the first day of the months of June, September, December and March.

Other Contributions

YCS follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenue in the year in which the related expenses are incurred. Tuition fees revenue is recognized as educational services are provided. Insurance proceeds relating to ongoing expenses are recognized as they are incurred. Insurance proceeds relating to building and equipment loss are recognized at the date of loss. Revenue from rentals is earned as the facilities are used. Other revenue is recorded as the service is provided and receipt is reasonably assured.

Deferred Revenue

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

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

2. Accounting Policies (continued)

(f) Revenue Recognition (continued)

Investment Income

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

Special Purpose Funds

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

Student activity funds which are controlled by students or parties other than YCS are not included even if custody of the funds are held by YCS. Examples of excluded funds might be student clubs or associations for which YCS has no on going responsibility of liability for losses.

(g) Budget Data

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

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

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

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

This annual budget includes estimates of revenue and expenditures for the Operating fund surplus along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the YCS.

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

(h) Measurement Uncertainty

The preparation of consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

2. Accounting Policies (continued)

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by YCS are treated as expenditures during the year of acquisition and are not recorded on the consolidated statement of financial position.

(j) Payroll Liabilities

Payroll costs for teachers are accrued for July and August. Payroll costs for members of the Union of Northern Workers (UNW) and employees who work for 10 and 11 months during the fiscal year are accrued as appropriate.

(k) Employee Future Benefits

i) Post-employment benefits

YCS provides post-employment benefits for certain employees pursuant to certain contracts and collective agreements. These include removal assistance, severance, long and short term disability, and sick leave.

Teachers and UNW employees leaving Yellowknife within one year of the date of resignation, after completing a minimum of two years experience with YCS, will receive removal assistance of \$1,500 plus \$400 for each year of consecutive service with YCS, excluding years on deferred salary leave. Teachers who leave the employment of YCS after twenty years of consecutive service will receive an additional payment of \$2,000. This benefit is considered to vest and accumulate. YCS recognizes a liability and expense for this post-employment benefit in the period in which teachers and UNW employees render services to YCS.

YCS recognizes a liability and an expense for post-employment benefits and compensated absences that do not vest or accumulate when the event that obligates YCS occurs. This includes benefits to employees in the event of an accident or injury. The benefit would be accrued when the accident or injury occurs.

ii) Sick leave

Sick leave benefits accumulate but do not vest and are normally paid only upon an illness or injury-related absence. Such benefits are obligations and would be recognized. The actuarial company hired by the GNWT conducted a review and has estimated the sick leave obligation as at June 30, 2020.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

2. Accounting Policies (continued)

(k) Employee Future Benefits (continued)

iii) Pensions

Prior to May 1, 2013 all indeterminate full-time employees had the option to participate in a Defined Contribution (DC) pension plan. YCS contributions to this plan were recognized as an expense on a current year basis and represented YCS total pension obligations.

Effective May 1, 2013 the YCS added a Defined Benefit (DB) provision to the Pension Plan for the employees of Yellowknife Catholic Schools. The pension benefits under the DB provision are reported on an actuarial basis. This is done to determine the current value of future entitlements and uses various assumptions. When actual experience varies from assumptions, the resulting gains or losses are amortized on a straight line basis over the estimated average remaining service lives of the contributors.

(l) Expenses

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

(m) Foreign Currency Translation

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

(n) Employee Benefit Plans

The YCS contributes 100% of the premiums related to life insurance, long-term disability insurance and extended health care benefits for eligible employees, in accordance with negotiated salary agreements and employment practices. In addition, the YCS contributes 100% of the premiums related to dental insurance in accordance with negotiated salary agreements and employment practices. Employee and employer contributions are made on behalf of all employees for statutory federal deductions related to Canada Pension Plan and Employment Insurance.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

2. Accounting Policies (continued)

(o) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organize or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; YCS is directly responsible or accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2020.

At each financial reporting date, Management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized are accounted for in the period revisions are made. Management at YCS has concluded that there is no contamination that exceeds environmental standards and as a result there are no liabilities for contaminated sites.

(p) Net Asset (Debt)

YCS's financial statements are presented so as to highlight net financial assets (net debt) as the measurement of financial position. The net financial assets (net debt) of YCS is determined by its financial assets less its liabilities. Net debt combined with non-financial assets comprises a second indicator of financial position, accumulated surplus.

(q) Segment disclosure

The Schedule of Operating Fund - Detail of Expenditures has been prepared in accordance with PS Handbook Section PS2700 - Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expenditure activities of the Board. For each reported segment, revenue and expenditures represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that fall under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Operations and Maintenance: pertains to the operations and maintenance of all YCS buildings and facilities.

Board Administration: pertains to the provision of board governance and central office administration.

Indigenous Languages: pertains to indigenous language resource development, support of language teachers and community engagement.

Transfers and others: pertains to amortization, debenture interest and gain or loss on sale (disposal) of tangible capital assets.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

3. Future Accounting Changes

Asset Retirement Obligations, Proposed Section PS 3280

This section will be effective for fiscal years beginning on or after July 1, 2021 and it intended to enhance comparability of financial statements among public sector entities by establishing uniform criteria for recognition and measurement of asset retirement obligations, including obligations that may not have previously been reported. This section would require public sector entities to review existing contract, legislation, regulations, and other resources to identify retirement activities associated with its controlled tangible capital assets.

Revenue, Section PS 3400

This section establishes standards on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions". This section applies to fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.

Student Activity Funds

Under direction from the Government of Northwest Territories - Department of Education, Culture and Employment, student funds may be required to be reported on the consolidated financial statements of Yellowknife Catholic Schools in the future.

4. Cash and Cash Equivalents

	2020	2019
Cash	\$ 7,636,723	\$ 6,682,134

The cash is held in a bank account with the Canadian Imperial Bank of Commerce (CIBC) and is invested with the GNWT's investment pool.

5. Special Purpose Funds

YCS does not have special purpose funds.

6. Restricted Assets

YCS does not have any restricted assets.

7. Portfolio Investments

YCS does not have any portfolio investments.

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

8. Accounts Receivable

	Accounts Receivable		AFDA		Net 2020		Net 2019	
Due from GNWT	\$	202,186	\$	-	\$	202,186	\$	18,540
Due from other		351,583		-		351,583		850,588
Due from related parties		320		-		320		12,702
Total	\$	554,089	\$	-	\$	554,089	\$	881,830

9. Accounts Payable and Accrued Liabilities

	2020		2019	
Damage deposits	\$	3,660	\$	3,660
Due to GNWT		99		1,473
Due to Workers' Safety and Compensation Commission		2,970		1,351
Trades payable		185,283		653,776
	\$	192,012	\$	660,260

Payroll Liabilities

Teachers - Northwest Territories Teachers' Association	\$	2,166,986	\$	2,346,857
Non-Teacher - Union of Northern Workers		857,324		625,509
	\$	3,024,310	\$	2,972,366

10. Deferred Revenue

	2020		2019	
Government of Canada - First Nations and Inuit Health Branch - Jordan's Principle	\$	785,303	\$	498,838
GNWT - Student Success Initiative	\$	41,609	\$	-
	\$	826,912	\$	498,838

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

11. Contribution Repayable

YCS does not have any contribution repayable.

12. Due from and to the Government of Canada

	Accounts Receivable		AFDA		Net 2020		Net 2019
Receivable							
First Nations and Inuit Health Branch	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 88,052	
GST receivable	210,798	-	-	210,798	127,508		
	\$ 210,798	\$ -	\$ -	\$ 210,798	\$ 215,560		
Payable							
GST payable	\$ 797	\$ -	\$ -	\$ 797	\$ 30,933		
Receiver General	-	-	-	-	-		
	\$ 797	\$ -	\$ -	\$ 797	\$ 30,933		

13. Capital Lease Obligations

YCS does not have any capital lease obligations.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

14. Pensions

(a) Defined Contribution Plan

Since January 1, 1966 Yellowknife Catholic Schools indeterminate staff have had the option to participate in a voluntary Defined Contribution (DC) pension plan. Since January 1, 1988, that participation has been in the Pension Plan for the Employees of Yellowknife Catholic Schools (the Plan).

All DC assets of the Plan are held by a Trustee in favour of individual employees. The only obligation to YCS is to match employee contributions. YCS fully funds its DC obligation under the Plan each month. YCS did not have any liability under the DC provision of the Plan as of June 30, 2019.

Effective May 1, 2013 teaching and non-union staff could no longer contribute to the DC provision. Instead all indeterminate teaching and non-unionized staff joined a new Defined Benefit (DB) provision of the Plan. Effective July 1, 2013, all indeterminate unionized non-teaching staff also ceased to make contributions to the DC provision and joined the DB provision of the Plan. After July 1, 2013, there are no employees making contributions to the DC provision.

DC assets of the Plan will continue to be held in Trust for the individual employees unless they either elect to transfer their DC account to the DB provision or leave the employment of Yellowknife Catholic Schools.

No assets or liabilities related to the DC provision are recorded in the financial statements of Yellowknife Catholic Schools.

(b) Defined Benefit Plan

Effective May 1, 2013 a Defined Benefit (DB) provision was added to the Pension Plan for the Employees of Yellowknife Catholic Schools.

Summary of Defined Benefit provision:

Each permanent full-time employee, belonging to an eligible class of employees, automatically becomes a Member of the plan as of the first day of employment with YCS.

Each permanent part-time employee, belonging to an eligible class of employees, automatically becomes a Member of the plan if the employee earns at least 37% of the equivalent full-time earnings for his or her particular position.

All Members and the Employer have agreed to share the cost of benefits accrued annually, plus the administrative expenses of the DB plan in the following ratio:

- Employer 52.38%
- Employee 47.62%

Members are required to make contributions at 8.80% of earnings below the Year's Maximum Pensionable Earnings (YMPE) and 11.60% of earnings above YMPE. The YMPE for the 2020 calendar year is \$58,700 (2019- \$57,400).

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

14. Pensions (continued)

(b) Defined Benefit Plan (continued)

The employer must contribute to the DB pension trust fund each year no less than its portion of the total current service cost as determined by the Actuary. In addition, YCS shall contribute to the Solvency Account such additional amounts as may be required, based on the advice of the Actuary, to amortize any going concern unfunded liabilities and solvency deficiencies of the Plan.

Normal retirement date for an employee is when they terminate employment with YCS having reached the age of 65. An employee would be entitled to an unreduced early retirement date when the Members' age plus years of service at YCS total 90. A Member may elect to retire up to 10 years prior to their normal retirement date or their unreduced retirement date and take a reduced pension benefit.

The annual pension payable to Member who retires at the normal retirement date is equal to 1.30% of the Member's Best Average Pensionable Earnings up to the Average YMPE plus 2% of the Member's Best Average Pensionable Earnings in excess of the Average YMPE, multiplied by years of Pensionable Service. Pensionable Earnings and the YMPE are averaged over the best 10 years prior to termination, death or retirement.

The plan provides inflation protection during retirement at 75% of the increase in Northwest Territories Consumer Price Index.

Benefits are vested immediately.

During fiscal 2019/2020 Yellowknife Catholic Schools contributed \$1,585,283 (\$1,526,682 in fiscal 2018/2019) in respect of DB accruals.

The date of the most recent actuarial valuation of the Plan is June 30, 2020. The Accrued Benefit Obligation was calculated using the projected unit credit method, pro-rated on service.

The DB Pension Trust fund assets are recorded at fair market value.

(c) Supplementary Defined Benefit Pension Plan

The supplementary plan applies to the Superintendent and the Assistant Superintendents. The supplementary plan provides a pension benefit for pensionable earnings in excess of the defined benefit limit set out in the Income Tax Act. This plan is a non-contributory plan and is not funded until the employee terminates their employment from Yellowknife Catholic Schools. The employer is responsible to provide a pension at retirement equivalent to what the employee would have earned under the Defined Benefit provision of the Pension Plan for the Employees of Yellowknife Catholic schools if there were no *Income Tax Act* maximum pension limits in place. The Accrued Benefit Obligation was calculated using the projected unit credit method, pro-rated on service.

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2020

14. Pensions (continued)

Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2020 is as follows:

(d) Plan assets

	Pension Plan	Supplementary Plan	2020
Fair value, beginning of year	\$ 22,730,000	\$ -	\$ 22,730,000
Expected return on plan assets	1,118,800	-	1,118,800
Employer contributions	1,927,500	-	1,927,500
Employee contributions	1,437,600	-	1,437,600
Employee prior service contributions	-	-	-
Benefit payments and expenses	(1,716,100)	-	(1,716,100)
Experience (loss) gain	(825,700)	-	(825,700)
Fair value, end of year	\$ 24,672,100	\$ -	\$ 24,672,100

(e) Accrued benefit obligations

	Pension Plan	Supplementary Plan	2020
Balance, beginning of year	\$ 20,776,700	\$ 70,300	\$ 20,847,000
Current service cost	2,819,600	15,700	2,835,300
Interest cost on accrued benefit obligation	1,080,100	2,000	1,082,100
Employer prior service cost	-	-	-
Employee prior service cost	-	-	-
Benefit payments and expenses	(1,716,100)	-	(1,716,100)
(Gains) / losses on accrued benefit obligation	(261,200)	21,100	(240,100)
Balance, end of year	\$ 22,699,100	\$ 109,100	\$ 22,808,200

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

14. Pensions (continued)

(f) Funded status

	Pension Plan	Supplementary Plan	2020
Plan surplus / (deficit)	\$ 1,973,000	\$ (109,100)	\$ 1,863,900
Unrecognized (gains) losses	846,900	21,100	868,000
Accrued benefit asset (liability) before limit on assets	2,819,900	(88,000)	2,731,900
Impact of limit on assets	(2,819,900)	-	(2,819,900)
Accrued benefit asset (liability) after limit on assets	\$ -	\$ (88,000)	\$ (88,000)

(g) Determination of pension cost

	Pension Plan	Supplementary Plan	2020
Current service cost	\$ 1,382,000	\$ 15,700	\$ 1,397,700
Interest on accrued benefit obligation	(38,700)	2,000	(36,700)
Amortization of losses / (gains)	26,100	-	26,100
Extraordinary items	-	-	-
Change in valuation allowance	558,100	-	558,100
Pension expense	\$ 1,927,500	\$ 17,700	\$ 1,945,200

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2020

14. Pensions (continued)

Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2019 is as follows:

(h) Plan assets

	Pension Plan	Supplementary Plan	2019
Fair value, beginning of year	\$ 19,969,400	\$ -	\$ 19,969,400
Expected return on plan assets	1,002,400	-	1,002,400
Employer contributions	1,867,200	-	1,867,200
Employee contributions	1,386,200	-	1,386,200
Employee prior service contributions	-	-	-
Benefit payments and expenses	(987,100)	-	(987,100)
Experience (loss) gain	(508,100)	-	(508,100)
Fair value, end of year	\$ 22,730,000	\$ -	\$ 22,730,000

(i) Accrued benefit obligations

	Pension Plan	Supplementary Plan	2019
Balance, beginning of year	\$ 18,275,300	\$ 145,700	\$ 18,421,000
Current service cost	2,675,800	23,800	2,699,600
Interest cost on accrued benefit obligation	971,700	2,000	973,700
Employer prior service cost	-	-	-
Employee prior service cost	-	-	-
Benefit payments and expenses	(987,100)	-	(987,100)
(Gains) / losses on accrued benefit obligation	(159,000)	(101,200)	(260,200)
Balance, end of year	\$ 20,776,700	\$ 70,300	\$ 20,847,000

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Notes to Consolidated Financial Statements

June 30, 2020

14. Pensions (continued)

(j) Funded status

	Pension Plan	Supplementary Plan	2019
Plan surplus (deficit)	\$ 1,953,300	\$ (70,300)	\$ 1,883,000
Unrecognized (gains) losses	308,500	-	308,500
Accrued benefit asset (liability) before limit on assets	2,261,800	(70,300)	2,191,500
Impact on limit of assets	(2,261,800)	-	(2,261,800)
Accrued benefit asset (liability)	\$ -	\$ (70,300)	\$ (70,300)

(k) Determination of pension cost

	Pension Plan	Supplementary Plan	2019
Current service cost	\$ 1,289,600	\$ 23,800	\$ 1,313,400
Interest on accrued benefit obligation	(30,700)	2,000	(28,700)
Amortization of losses/ (gains)	100	700	800
Extraordinary items	-	(95,100)	(95,100)
Change in valuation allowance	608,200	-	608,200
Pension expense	\$ 1,867,200	\$ (68,600)	\$ 1,798,600

(l) Actuarial assumptions

	2020	2019
Discount rate - pension plan	4.75%	4.75%
Discount rate - supplementary plan	2.30%	1.20%
Expected return on plan assets - pension plan	4.75%	4.75%
Expected return on plan assets - supplementary plan	n/a	n/a
Salary increase - pension plan	2.00%	2.00%
Salary increase - supplementary plan	2.00%	2.00%
Mortality table	100% of the CPM 2014 table *	100% of the CPM 2014 table *
Expected average remaining services lifetime (EARSL) - pension plan	13.6 Years	13.6 Years
Expected average remaining services lifetime (EARSL) - supplementary plan	20.2 Years	9.8 Years

* 2020 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B;
2019 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B.

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Notes to Consolidated Financial Statements

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14. Pensions (continued)

(m) Plan assets consist of:

	2020	2019
Fixed income securities	60%	60%
Equity securities	40%	40%

15. Long-Term Debt

	2020	2019
Government of the Northwest Territories debenture, repayable in monthly instalments of \$10,000 including interest. Interest rate consistent with GNWT cost of borrowing at a current rate of 2.30%. If rates do not change, the final instalment will be due in 2025.	\$ 520,741	\$ 629,257

The debenture are repayable annually as follows:

2021	\$ 116,023
2022	117,013
2023	118,012
2024	119,016
2025 and thereafter	50,677

\$ 520,741

The debentures are registered.

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Notes to Consolidated Financial Statements

June 30, 2020

16. Post-Employment Benefits and Compensated Absences

In addition to pension benefits, the YCS provides severance, removal and compensated absence (sick, accident or injury, special) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to YCS employees based on the appropriate combinations that include inputs such as when the employee was hired, the rate of pay, and the number of years of continuous employment. Removal benefits are paid to YCS employees based on the number of years of continuous employment. The benefits under these two categories were actuarially valued using the projected unit credit methodology.

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

Valuation results

The actuarial valuation was completed as at March 31, 2020. The liabilities are actuarially determined as the present value of the accrued benefits at February 15, 2019 and the results extrapolated to March 31, 2020. The values presented below are for all the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

Reconciliation of Accrued Benefit Obligation

	Severance and removal	Compensated absences	2020	2019
Accrued benefit obligation, beginning of year	\$ 809,954	\$ 423,672	\$ 1,233,626	\$ 932,420
Current service cost	47,418	25,139	72,557	67,957
Interest cost	25,382	13,542	38,924	33,685
Benefits paid	(488,409)	(14,876)	(503,285)	(37,087)
Plan amendments	265,970	(81,954)	184,016	236,653
Actuarial gains/losses				
Accrued benefit obligations, end of year	660,315	365,523	1,025,838	1,233,628
Unamortized net actuarial gain/loss	(217,001)	(122,687)	(339,688)	(190,062)
Accrued benefit liability	\$ 443,314	\$ 242,836	\$ 686,150	\$ 1,043,566

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2020

16. Post-Employment Benefits and Compensated Absences (continued)

Benefits Expense

	Severance and removal	Compensated absences	2020	2019
Current service cost	\$ 47,418	\$ 25,139	\$ 72,557	\$ 67,957
Interest cost	25,382	13,542	38,924	33,683
Amortization of net actuarial (gain)/loss	(10,034)	44,422	34,388	5,876
Plan amendment				
Benefit expense, end of year	\$ 62,766	\$ 83,103	\$ 145,869	\$ 107,516

The discount rate used to determine the accrued benefit obligation was an average of 2.70%, (2019 - 3.20%).
The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
2021	\$ 82,031	\$ 33,927	\$ 115,958
2022	64,657	28,033	92,690
2023	55,388	24,529	79,917
2024	49,554	22,540	72,094
2025	51,498	26,927	78,425
Total	\$ 303,128	\$ 135,956	\$ 439,084

17. Trust Assets Under Administration

YCS does not have any trust assets under administration.

Yellowknife Catholic Schools

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Notes to Financial Statements

June 30, 2020

18. Tangible Capital Assets

	Cost	Additions	Disposals	Amortization	Accumulated Amortization	Net Book Value, June 30, 2020	Net Book Value June 30, 2019
Land and Improvements	\$ 1,838,825	\$ -	\$ -	\$ -	\$ -	\$ 1,838,825	\$ 1,838,825
Equipment	608,036	162,232	-	86,478	410,699	359,569	283,815
Buildings and Portables							
Career and Technical Centre	2,878,913	-	-	73,888	1,179,490	1,699,423	1,773,311
Central Services offices	1,048,460	-	-	41,700	702,068	346,392	388,092
Ecole St. Joseph School	37,333,024	60,960	-	788,566	14,989,728	22,404,256	23,131,863
Ecole St. Patrick High School	12,292,334	-	-	321,853	7,437,456	4,854,878	5,176,731
Tallah Building	621,027	-	-	15,757	120,621	500,406	516,163
Weledeh Catholic School	12,557,840	18,171	-	331,070	6,247,498	6,328,513	6,641,411
	66,731,598	79,131	-	1,572,834	30,676,861	36,133,868	37,627,571
	\$ 69,178,459	\$ 241,363	\$ -	\$ 1,659,312	\$ 31,087,560	\$ 38,332,262	\$ 39,750,211

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2020

19. Prepaid Expenses and Deposits

	2020	2019
Prepays	\$ 176,410	\$ 63,279

20. GNWT Assets Provided At No Cost

The following assets were provided to the Authority by the GNWT at no cost.

	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
St. Joseph Portables 4Units	\$ 1,622,045	\$ 57,477	\$ 1,564,568	\$ 1,615,286

21. Contractual Obligations

YCS has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2020.

YCS is committed to four janitorial contracts for various schools and buildings. All of the contracts expire in June 2021. YCS has a contract with First Canada ULC (o/a First Student Canada) for student transportation. The contract expired in June 2020 and was extended for a year until June 2021. YCS has various contracts for anti-virus software, courier services, elevator maintenance, employee assistance, primary rate interface (PRI) phone service, photocopiers, and postage machines.

The future minimum payments are as follows.

	Expiry Date	2021	2022	2023	2024+	Total
Anti-virus software	Aug 2021	\$ 6,685	\$ 557	\$ -	\$ -	\$ 7,242
Courier services	June 2021	7,031	-	-	-	7,031
Elevator services	June 2021	8,860	6,645	-	-	15,505
Janitorial	June 2022	645,687	645,687	-	-	1,291,374
PRI Lines	June 2024	13,264	13,264	13,264	39,792	79,584
Photocopier	June 2023	18,467	3,494	273	-	22,234
Postage machine	June 2023	683	683	626	-	1,992
Student bussing	June 2021	400,000	-	-	-	400,000
Clark Builders	Aug 2020	391,642	-	-	-	391,642
		\$ 1,492,319	\$ 670,330	\$ 14,163	\$ 39,792	\$ 2,216,604

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2020

21. Contractual Obligations (continued)

Yellowknife Catholic Schools have collective agreements with the Northwest Territories Teachers' Association and the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers. A four year agreement with the Northwest Territories Teachers' Association was signed for the period from September 2016 to August 2020. A three year agreement with the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers was signed for a period from July 2019 to June 2022.

22. Contingencies

On July 15, 2019, YCS received a legal claim on a human rights violation reported by an employee. As of June 30, 2020, YCS assessed that the claim is likely to result in damages being paid to the defendant. As an estimate of the damage has not been completed by the year-end date, no liability has been recognized.

23. Related Parties

YCS has the following transactions with government and other government controlled organizations:

Due to related parties:

	2020	2019
Government of the Northwest Territories		
Department of Education, Culture and Employment	\$ -	\$ 1,473
Department of Finance	99	-

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Notes to Consolidated Financial Statements

June 30, 2020

23. Related Parties (continued)
Due from related parties:

	Accounts Receivable	AFDA	2020	2019
Government of the Northwest Territories				
Aurora College	\$ 24,994	\$ -	\$ 24,994	\$ 12,702
Department of Education, Culture and Employment	159,212	-	159,212	18,540
Department of Finance	38,736	-	38,736	-
NWT Health & Social Services - Yellowknife Region	4,330	-	4,330	-
Total due from related parties	\$ 227,272	\$ -	\$ 227,272	\$ 31,242

Revenue from related parties:

	2020	2019
Government of the Northwest Territories		
Department of Education, Culture & Employment	\$ 20,116,548	\$ 20,164,289
Department of Municipal and Community Affairs	\$ 63,650	\$ 65,150
Department of Health and Social Services	\$ 8,792	\$ 10,060
Department of Environment & Natural Resources	\$ 8,000	\$ 8,000
Beaufort Delta Education Authority	\$ 15,000	\$ 15,000
Aurora College - Tallah building	\$ 119,399	\$ 120,524
Dettah District Education Authority	\$ 130,650	\$ 86,544

Expenses from related parties:

	2020	2019
Government of the Northwest Territories		
Department of Education, Culture & Employment	\$ 3,673	\$ 6,360
Department of Infrastructure	\$ 4,563	\$ 2,678
Department of Finance - debenture	\$ 120,000	\$ 120,000
Department of Finance	\$ 875	\$ -
Department of MACA	\$ -	\$ 662
Department of Environment & Natural Resources	\$ -	\$ 555
NWT Health & Social Services	\$ 545	\$ 7,090
YK Education District No. 1	\$ 615	\$ 1,691
South Slave Divisional Education	\$ 1,353	\$ 2,526
Commission Scholaire Francophone	\$ 2,455	\$ -
Dehcho Divisional Educational Council	\$ 875	\$ 600

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Notes to Consolidated Financial Statements

June 30, 2020

24. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of YCS.

The budget figures presented are those approved by the Trustees of YCS on May 15, 2019 and have not been audited.

25. Economic Dependence

YCS receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that YCS operations would be significantly affected.

26. Risk Management

YCS is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the YCS's financial instruments is provided by type of risk below.

a) Credit risk

Credit risk is the risk of financial loss to the YCS if a debtor fails to make payments of interest and principal when due. The YCS is exposed to this risk relating to its cash and cash equivalents, due from the Government of Canada, and accounts receivable. The YCS holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the YCS's cash in accounts are insured up to \$300,000.

Credit risk related to accounts receivable is mitigated by controls over arrears accounts for ultimate collection and policies in place for debt collection. YCS's maximum exposure to credit risk at March 31, 2020 is as follows:

	2020
Cash and cash equivalents	\$ 7,636,723
Due from Government of Canada	210,798
Accounts receivable	554,089
Maximum credit risk exposure	<u>\$ 8,401,610</u>

At June 30, 2020, the following accounts receivable were past due but not impaired.

	30 days	60 days	90 days
Accounts receivable	\$ -	\$ -	\$ 16,754

At June 30, 2020, YCS does not have any impaired accounts receivable.

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2020

26. Risk Management (continued)

YCS does have concentration of credit risk in its accounts receivable. Concentration of credit risk is the risk that a customer has more than ten percent of the total accounts receivable balance and thus there is a higher risk to YCS in the event of a default. At June 30, 2020, receivables from two customers comprised 76% of the total outstanding receivable, YCS reduces this risk by monitoring overdue balances.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

b) Interest rate risk

Interest rate risk is the risk that the future cash flows of a financial instrument will fluctuate because of changes in interest rates. YCS has exposure to interest rate risk on its long-term debt of \$520,741 (2019 - \$629,257) may be adversely affected by a change in the interest rates.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

c) Liquidity risk

Liquidity risk is the risk that the YCS will not be able to meet all cash outflow obligations as they come due. The YCS mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The table below shows when various financial assets and liabilities mature.

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Financial assets	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Cash and cash equivalents	\$ 7,636,723	\$ -	\$ -	\$ -
Due from the government of Canada	210,798	-	-	-
Accounts receivable	554,089	-	-	-
Total assets	\$ 8,401,610	\$ -	\$ -	\$ -
Total assets - prior year	\$ 7,779,524	\$ -	\$ -	\$ -
Financial liabilities	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Accounts payable and accrued liabilities	\$ 192,012	\$ -	\$ -	\$ -
Payroll benefits payable	16,451	-	-	-
Due to the Government of Canada	796	-	-	-
Long-term debt	58,011	58,012	354,041	50,677
Accrued payroll liabilities	3,024,310	-	-	-
Total liabilities	\$ 3,291,580	\$ 58,012	\$ 354,041	\$ 50,677
Total liabilities - prior year	\$ 3,632,857	\$ 58,289	\$ 460,939	\$ 159,367
Net total	\$ 5,110,030	\$ (58,012)	\$ (354,041)	\$ (50,677)
Net total - prior year	\$ 4,146,667	\$ (58,289)	\$ (460,939)	\$ (159,367)

There have been no significant changes from the previous year in the exposure to risks or policies, procedures, and methods used to measure the risks.

27. Expenditures By Object

	2020 Budget	2020 Actual	2019 Actual
Amortization	\$ 1,600,000	\$ 1,659,314	\$ 1,640,149
Compensation	22,660,348	21,728,426	21,392,174
Interest on long-term debt	6,843	10,884	17,028
Materials/freight	609,189	868,748	715,183
Services purchased/contracted	3,543,223	3,237,190	3,109,148
	\$ 28,419,603	\$ 27,504,562	\$ 26,873,682

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2020

28. Subsequent Events

There were no subsequent events that have taken place between June 30, 2020 and the date the audit report was signed.

29. Comparative Figures

The consolidated financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

30. ECE Contributions

	2020	2019
Original contribution	\$ 19,190,309	\$ 19,393,697
SSI	61,391	103,000
Additional JK classroom materials	-	12,000
Termination benefits	131,994	67,078
Mentorship release time	-	13,286
Mentorship release time	27,976	52,000
Modular Furniture and Equipment	50,000	-
Senior management salary grid increase	-	2,218
UNW Collective Bargaining Impact	152,292	-
UNW Northern Allowance Revised	10,216	-
Updated contribution	\$ 19,624,178	19,643,279
Aboriginal language	-	56,000
After school program subsidy	49,372	33,362
DELF	40,000	44,500
Extra French funding	23,000	16,027
French language funding	280,500	280,500
JK Funding	-	24,000
Labour Market Agreement for Persons with Disabilities	-	-
Official language	7,500	-
Self regulation	4,945	7,000
Health and wellness	28,620	28,620
Regional inclusive schooling	16,823	18,500
Youth with disabilities	-	12,500
TOTAL	\$ 20,074,938	\$ 20,164,288

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2020

31. GNWT - Other Contributions

	2020	2019
Department of MACA		
Active After School	\$ 46,650	\$ 48,150
Regional youth handgames	17,000	17,000
Department of Health and Social Services		
Drop the Pop	8,792	10,060
Department of Environment & Natural Resources		
Take a Kid Trapping	8,000	8,000
Department of Justice		
Darkspark	20,000	-
TOTAL	\$ 100,442	\$ 83,210

32. Contingent Assets

YCS does not have any contingent assets.

33. Contractual Rights

YCS has entered into a number of contract that will become assets and revenues in the future when the terms of the contracts are met:

	2021	2022	2023	2024 and beyond	Total
Tallah Building	\$ 107,426	\$ -	\$ -	\$ -	\$ 107,426

YCS has entered a rental agreement with Aurora College for the rental of the Tallah Building. The lease agreement expires on June 30, 2021.

34. COVID-19

On March 11, 2020, the World Health Organization declared a global pandemic of the novel coronavirus identified as "COVID-19". In order to combat the spread of COVID-19, governments worldwide have enacted emergency measures including travel bans, legally enforced or self-imposed quarantine periods, social distancing and business and organization closures. These measures have caused material disruptions to businesses, governments and other organizations, resulting in an economic slowdown and increased volatility in national and global equity and commodity markets.

Central banks and governments, including Canadian federal, provincial and territorial governments, have reacted with significant monetary and fiscal interventions designed to stabilize economic conditions. The duration and impact of the COVID-19 outbreak is unknown at this time, as is the efficacy of any interventions. It is not possible to reliably estimate the length and severity of these developments and the impact on the financial results and condition of the Yellowknife Catholic Schools and its operations in future periods.

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Schedule 1
Operating Fund - Detail of Expenditures

For the period ended June 30, 2020

	School Programs	Inclusive Schooling (Schedule 2)	Operations & Maintenance	Board Administration	Indigenous Languages (Schedule 3)	Transfers & Others	Total 2020	Budget 2020	Total 2019
Salaries									
Teachers	\$9,544,603	\$1,221,654	\$ -	\$ -	\$ 421,331	\$ -	\$11,187,588	\$12,040,054	\$11,515,654
Instruction assistants	-	2,539,122	-	-	-	-	2,539,122	2,785,037	2,325,680
Non-instructional	1,060,183	384,267	289,758	899,644	90,300	-	2,724,152	2,417,012	2,587,777
Board honoraria	-	-	-	70,026	-	-	70,026	68,000	70,841
	10,604,786	4,145,043	289,758	969,670	511,631	-	16,520,888	17,310,103	16,499,952
Employee Benefits									
Employee benefits	3,423,910	1,279,313	83,214	222,068	129,935	-	5,138,440	5,325,245	4,862,034
Leave and termination benefits	69,098	-	-	-	-	-	69,098	25,000	30,188
	3,493,008	1,279,313	83,214	222,068	129,935	-	5,207,538	5,350,245	4,892,222
Services Purchased/Contracted									
Advertising/publishing	7,620	-	-	22,407	3,325	-	33,352	64,500	61,964
Communication	46,847	-	5,060	26,017	-	-	77,924	-	77,748
Contracted services	421,581	29,478	718,407	2,268	4,978	-	1,176,712	568,100	890,854
Maintenance & repairs	2,818	2,184	401,869	515	9,205	-	416,591	341,000	347,208
Other	58,404	-	11,973	25,812	-	-	96,189	-	142,649
Professional/technical	21,699	85,048	-	76,455	24,340	-	207,542	1,169,791	259,039
Rental/leases	31,225	-	-	9,691	-	-	40,916	57,911	39,401
Student transportation	327,371	1,603	-	-	-	-	328,974	453,500	411,835
Travel	4,774	-	-	21,214	-	-	25,988	22,921	29,054
Utilities: Electricity	-	-	405,084	-	-	-	405,084	435,000	427,677
Heating	-	-	328,566	-	-	-	328,566	316,000	322,393
Water/sewage	-	-	99,352	-	-	-	99,352	114,500	99,326
	922,339	118,313	1,970,311	184,379	41,848	-	3,237,190	3,543,223	3,109,148
Materials/Freight									
Materials	468,829	280,458	-	29,334	86,340	-	864,961	600,689	708,054
Freight	3,787	-	-	-	-	-	3,787	8,500	7,129
	472,616	280,458	-	29,334	86,340	-	868,748	609,189	715,183

Continued on next page

Yellowknife Catholic Schools
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Schedule 1 (Continued)
Operating Fund - Detail of Expenditures

For the period ended June 30, 2020

	School Programs	Inclusive Schooling (Schedule 2)	Operations & Maintenance	Board Administration	Indigenous Languages (Schedule 3)	Transfers & Others	Total 2020	Budget 2020	Total 2019
Amortization	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,659,314	\$ 1,659,314	\$ 1,600,000	\$ 1,640,149
Debenture Interest	-	-	-	-	-	10,884	10,884	6,843	17,028
	-	-	-	-	-	1,670,198	1,670,198	1,606,843	1,657,177
Total	\$15,492,749	\$ 5,823,127	\$ 2,343,283	\$ 1,405,451	\$ 769,754	\$ 1,670,198	\$27,504,562	\$28,419,603	\$26,873,682

Yellowknife Catholic Schools
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Schedule 2
Detail of Inclusive Schooling Expenditures

For the period ended June 30, 2020

	Staff Development	General Inclusive Schooling	Assistive Technology	Magnet Facilities	Total
Salaries					
Consultants	\$ -	\$ 74,775	\$ -	\$ -	\$ 74,775
Non-instructional	-	384,267	-	-	384,267
Support assistants	-	2,479,895	-	59,228	2,539,123
Teachers	14,553	1,024,070	-	108,256	1,146,879
	14,553	3,963,007	-	167,484	4,145,044
Employee Benefits	-	1,224,511	-	54,802	1,279,313
Services Purchased/Contracted					
Contracted services	-	29,478	-	-	29,478
Maintenance & repairs	-	-	2,184	-	2,184
Professional/technical	7,724	77,324	-	-	85,048
Student transportation	-	1,603	-	-	1,603
	7,724	108,405	2,184	-	118,313
Materials/Freight	4,734	272,332	255	3,137	280,458
Total	\$ 27,011	\$ 5,568,255	\$ 2,439	\$ 225,423	\$ 5,823,128

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 3
Indigenous Languages and Culture Program Expenditures

For the period ended June 30, 2020

	Student Instruction	Teaching/ Learning Resources	Professional Development	School and Community Programs	Total
Salaries					
ALCBE teachers	\$ 421,330	\$ -	\$ -	\$ -	\$ 421,330
Honoraria	-	19,850	-	16,175	36,025
Elders in Schools	-	54,275	-	-	54,275
	421,330	74,125	-	16,175	511,630
Employee Benefits	129,935	-	-	-	129,935
Services Purchased/Contracted					
Maintenance and repairs	-	-	9,205	-	9,205
Printing and publishing	-	3,325	-	-	3,325
Professional development	-	-	23,640	700	24,340
Student transportation	-	-	4,978	-	4,978
Supplies	-	-	-	86,340	86,340
	-	3,325	37,823	87,040	128,188
Total	\$ 551,265	77,450	\$ 37,823	\$ 103,215	\$ 769,753

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 4
Indigenous Language Materials

For the period ended June 30, 2020

	July 1, 2019 to March 31, 2020	April 1, 2020 to June 30, 2020	Total
Revenue			
Expenditures			
Contract services	\$ 19,915	\$ -	\$ 19,915
Supplies and materials	21,073	-	21,073
	40,988	-	40,988
Deficit	\$ (40,988)	\$ -	\$ (40,988)

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 5
French Language Programs

For the period ended June 30, 2020

	Contribution from GNWT	Commitment from YCS	Actual Expenditures	(Over) under Expenditures
Bilateral Agreement Funding				
Special Projects				
Consultant - Immersion/Core French	\$ 60,000	\$ 87,000	\$ 160,291	\$ (13,291)
Core French (salary and benefits)	100,000	182,000	319,143	(37,143)
French cultural activities	4,000	5,000	7,314	1,686
French resources	11,000	8,000	23,733	(4,733)
Late Immersion Training	-	-	295	(295)
Late immersion Camp	-	-	291	(291)
Literacy (salary and benefits)	56,000	65,000	106,084	14,916
Professional development	4,000	8,000	22,249	(10,249)
Teacher assistant (salary and benefits)	45,500	30,000	81,409	(5,909)
Total	\$ 280,500	\$ 385,000	\$ 720,809	\$ (55,309)

Yellowknife Catholic Schools**(Yellowknife Public Denominational District Education Authority)****Schedule 6****Student Success Initiative Projects**

For the period ended June 30, 2020

	Math Project	Leadership Development	Student Agency	Student Wellness	Compacting the Curriculum	Numeracy	Total
Revenue							
Government of Northwest Territories - Department of Education, Culture and Employment	\$ 14,500	\$ 28,000	\$ 23,500	\$ 16,500	\$ 17,000	\$ 3,500	103,000
Expenditures							
Contracted services	\$ 5,375	\$ 7,724	\$ 8,500	-	\$ 1,500	-	\$ 23,099
Professional development	5,010	-	-	-	-	-	5,010
Substitute teacher wages	2,960	2,371	16,852	8,036	429	281	30,929
Supplies	384	1,123	240	271	-	-	2,018
Trainings	-	-	-	-	-	335	335
	13,729	11,218	25,592	8,307	1,929	616	61,391
Net surplus (deficit)	\$ 771	\$ 16,782	\$ (2,092)	\$ 8,193	\$ 15,071	\$ 2,884	\$ 41,609
Deferred Revenue							\$ (41,609)

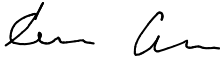
Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)
Schedule 7 Jordan's Principle

For the period ended June 30, 2020

	June 30, 2020 Budget	June 30, 2020 Actual	June 30, 2019 Actual	July 2019 to March 2020 Actual	April 2020 to June 2020 Actual
Revenue					
Government of Canada					
First Nation and Inuit Health Branch	\$ 1,458,000	\$ 1,893,917	\$ 1,373,823	\$ 1,611,268	\$ 282,649
Carry Forward from Previous Year	-	498,838	-	498,838	1,149,383
Total Revenue	\$ 1,458,000	\$ 2,392,755	\$ 1,373,823	\$ 2,110,106	\$ 1,432,032
Expenditures					
Administration	-	219,523	219,523	127,323	92,200
Personnel	\$ 1,458,000	\$ 1,341,070	\$ 646,774	\$ 786,541	\$ 554,529
Materials and Supplies	-	22,756	-	22,756	-
Other	-	24,103	8,488	24,103	-
Total Expenses	1,458,000	1,607,452	874,785	960,723	646,729
Net surplus (deficit)	\$ -	\$ 785,303	\$ 499,038	\$ 1,149,383	\$ 785,303

Approvals

Operating Plan



Education Body Chair

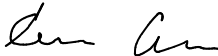
9/25/2020

Date

Superintendent

Date

Annual Report



Education Body Chair

9/25/2020

Date



Superintendent

September 24, 2020

Date

Education Accountability Framework

Yellowknife Education District No. 1

Operating Plan and Annual Report

For the 2019-20 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district n^o 1 de Yellowknife

Plan de fonctionnement et rapport annuel

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Yellowknife Education District No. 1's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Education District No. 1's priorities for the upcoming school year.

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

Yellowknife Education District No. 1 (YK1) has set educational priorities and goals for 2019-2020 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. YK1 strategic priorities are as follows:

1. To ensure all students reach their highest level of learning *with a particular focus on Math and Science
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, Social Emotional Learning (SEL) and Wellness.**

The following chart highlights planned goals and foci for 2019-2020. All professional development will align with the identified pillars.

YK1 2019-2020 EDUCATIONAL GOALS					
Inclusive Pedagogies		Indigenizing Our Practices		Social Emotional Learning (SEL) and Wellness	
Strategic Priority #1	Strategic Priority #2	Strategic Priority #1	Strategic Priority #3	Strategic Priority #2	Strategic Priority #4
Math/Science Focus 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 <i>Dene Kede</i>	Indigenizing environments	Behaviour Plans	Updating YK1 Procedures
Research-based instructional practices in EN/FR programs	Supporting teacher practices (60%)		Elders and Knowledge Keepers	Use of outside professionals to support SEL and Self-Regulation	Programs e.g. 4th R, Skillstreaming and Self-Regulation
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				Programming e.g. Physical activity/Arts
Literacy Action Plan to include: EN/FR -literacy in the disciplines of Math/Science -research-based practices that support all learners					Relationship focused classrooms

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district n° 1 de Yellowknife pour l'année scolaire 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

L'Administration scolaire de district n° 1 de Yellowknife (YK1) a établi des priorités et des buts éducatifs pour 2019-2020 fondés sur trois piliers qui incorporent les politiques et les directives du ministère de l'Éducation, de la Culture et de la Formation, notamment l'intégration scolaire, et l'éducation et les langues autochtones, de même que les priorités stratégiques de YK1, c'est-à-dire :

1. Veiller à ce que tous les élèves atteignent le niveau d'apprentissage correspondant à leur potentiel, une attention particulière étant portée aux mathématiques et aux sciences
2. Veiller à ce que tous les élèves bénéficient de programmes qui répondent à leurs divers besoins d'apprentissage, de façon respectueuse et inclusive
3. 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
4. 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, apprentissage socioaffectif et bien-être.**

Le tableau suivant fait ressortir les objectifs et les axes retenus pour 2019-2020. Toutes les activités de perfectionnement professionnel tiendront compte de ces piliers.

OBJECTIFS ÉDUCATIFS DE YK1 POUR 2019-2010					
Pédagogies inclusives		Adaptation de nos pratiques aux cultures autochtones		Apprentissage socioaffectif et bien-être	
Priorité stratégique n° 1	Priorité stratégique n° 2	Priorité stratégique n° 1	Priorité stratégique n° 3	Priorité stratégique n° 2	Priorité stratégique n° 4
Accent sur les	La diversité en	Plan d'action	Classes de	Plans de	Adaptation en

mathématiques et les sciences Anglais et français	enseignement grâce aux pratiques pédagogiques flexibles	en littératie Anglais et français Ressources Intégration	langues et de cultures autochtones	sécurité des écoles	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 %)		Aînés et détenteurs du savoir	Recours à des professionnels de l'extérieur pour soutenir l'apprentissage socioaffectif et l'autorégulation	Programmes comme la formation 4 th 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	Outils techniques d'assistance				Programmes comme l'activité physique et les arts
Le plan d'action en littératie comprend : Anglais et français - littératie en mathématiques et sciences - pratiques fondées sur la recherche qui aident tous les					Classes axées sur les relations

apprenants					
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Annual Report - Executive Summary

The Yellowknife Education District No. 1’s Annual Report for the 2019-2020 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:

YK1 has implemented the articulated plan in the Executive Summary of goals and targets for the 2019-2020 school year. Based on the COVID-19 pandemic and long-term planning, the intent and rationale for the plan remains true for the district as we reflect on the school year and move forward.

Successful initiatives, among many, from this past year that will continue include: research-based instructional practices, an academic focus on Math and Science, and Indigenous Language Education (ILE) initiatives. The use of teacher leaders and mentors will continue as a strategy to support teachers.

Some specific strategies and initiatives will be reconsidered and changed based on teacher feedback and data collected over the year. It has become apparent that literacy shall be added as an academic focus in the upcoming 2020-2021 school year. Many of our teachers are new to teaching and/or the district hence a renewed focus in this area. Moving forward, the approach this year for supporting relationship-focused classrooms will become a shared responsibility between all staff; administrators, PSTs, teachers and educational assistants. This past year, much of that initiative rested with the support of Social-Emotional Learning Support Teachers (SELST). With the introduction of Child Youth Care Counsellors (CYCCs), all PSTs will support teachers in creating classrooms that are grounded in relationships and developing Social-Emotional Learning skills in our students. SELSTs provided a transition to CCYCs and an introduction to SEL and the importance of relationships. Schools will continue this important work in their context.

It is important to note that most goals were on-track to met, as planned. Achieved results in the Annual Report section of this document are based on progress until March 12, 2020, the last day of school at YK1 before Spring Break.

Rapport annuel – Sommaire

Le rapport annuel de l'Administration scolaire de district n° 1 de Yellowknife pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité aux directives sur l'éducation et de leur mise en œuvre des activités et initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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

En 2019-2020, l'Administration scolaire de district n° 1 a mis en application le plan décrit dans le résumé de ses objectifs pour l'année. Compte tenu des effets de la pandémie, ce plan conserve toute sa raison d'être pour la suite des choses.

Nous entendons poursuivre divers projets qui ont bien fonctionné l'an dernier : pratiques pédagogiques fondées sur la recherche, accent mis sur les mathématiques et la science, initiatives d'enseignement des langues autochtones. Nous continuerons aussi de faire appel à des enseignants leaders et au mentorat pour soutenir le personnel enseignant.

Nous prévoyons par ailleurs revoir certaines de nos stratégies et initiatives pour tenir compte des commentaires reçus de nos enseignants et des données recueillies pendant l'année. Par exemple, force est de constater que nous devons faire de la littératie une priorité pédagogique en 2020-2021, d'autant plus qu'un grand nombre de nos enseignants sont en début de carrière ou travaillent depuis peu dans le district. La mise en place d'une pédagogie relationnelle en classe incombera en outre à tout le personnel : administrateurs scolaires, enseignants de soutien aux programmes, enseignants et aides-enseignants. Au cours de la dernière année, cette initiative a principalement été portée par les enseignants de soutien à l'apprentissage socioaffectif (ESAS). Cependant, avec l'arrivée de conseillers en soins à l'enfance et à la jeunesse (CSEJ), les enseignants de soutien aux programmes pourront aider les enseignants à instaurer une pédagogie relationnelle en classe et à développer chez nos élèves les compétences socioaffectives. Les ESAS ont préparé le terrain au travail des CSEJ en mettant de l'avant l'apprentissage socioaffectif et l'importance des relations – le temps est maintenant venu pour les écoles de prendre le flambeau.

Soulignons que la majorité de nos objectifs étaient en bonne voie d'être atteints lorsque les classes ont été suspendues en 2020. Les résultats présentés dans la section « Rapport annuel » de ce document reflètent les progrès réalisés jusqu'au 12 mars 2020, qui a été le dernier jour de classe (juste avant la semaine de relâche).

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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, 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 2,143 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 (potentially four) years.

Chairperson:	John Stephenson
Vice Chairperson:	Tina Drew
Trustees:	Terry Brookes Jay Butler Rajiv Rawat Satish Garikaparthi Al McDonald

Administration

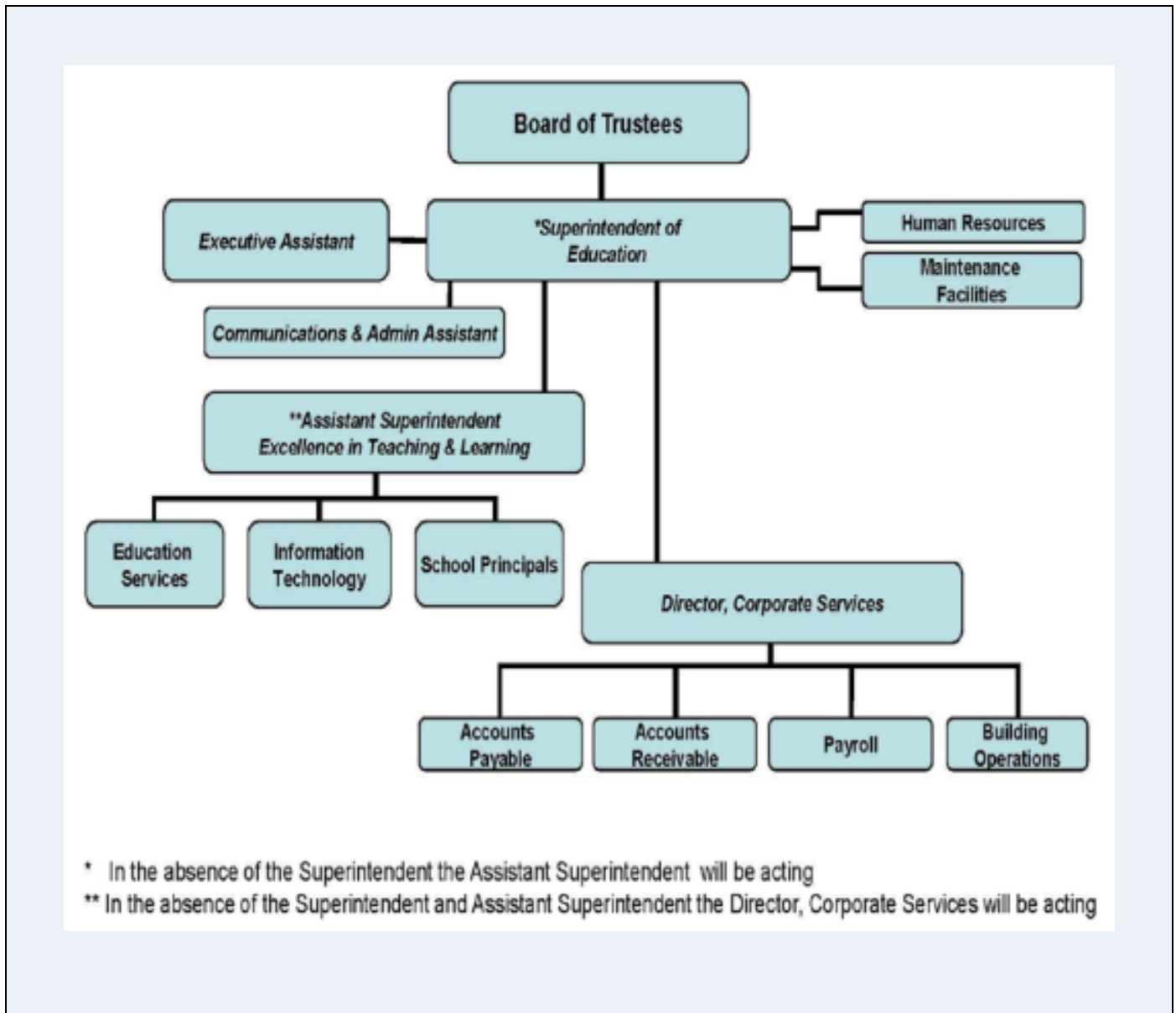
Superintendent of Education:	Metro Huculak
Assistant Superintendent:	Ed Lippert
Director of Corporate Services:	Tram Do

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.

Functional Organizational Chart

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



Governance Training

The YK1 DEA meets at a minimum of twice per month at a public meeting and Committee of the Whole meeting every second Tuesday from September to June, with the understanding that additional meetings can be called at any time. Special meetings are also arranged so that Trustees can hear from school principals, consultants, auditors and other special guests. Special times will be set for further training on policy, budget and curriculum for Trustees who request it. If Trustees identify a topic, training will be arranged. The DEA also has several committees that meet. They include finance, public relations, policy and a teacher/DEA advisory committee. Training usually takes place at the DEA office.

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 10, 2019	District DEA Office	Yes	
October 8, 2019	District DEA Office	Yes	
November 12, 2019	District DEA Office	Yes	
December 10, 2019	District DEA Office	Yes	
January 14, 2020	District DEA Office	Yes	
February 11, 2020	District DEA Office	Yes	
March 10, 2020	District DEA Office	Yes	Additional special meeting held March 24, 2020
April 14, 2020	District DEA Office	Yes, held virtually	
May 12, 2020	District DEA Office	Yes, held virtually	
June 9, 2020	District DEA Office	Yes, held virtually	

Additional committee meeting dates will be finalized following the organizational DEA meeting on **November 12, 2019**.

School Profiles

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

Total Number of Schools in District	6	Total Anticipated Student Head Count	2,143
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School Name	Community	Grades Offered	Programming Highlights
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	<ul style="list-style-type: none"> 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
École Sir John Franklin High School (ESJF)	Yellowknife	9-12	<ul style="list-style-type: none"> École Sir John Franklin High School (ESJF) offers programming from Grades 9 to 12 in both English and French Immersion Core French and Post-Intensive French are offered from Grades 9 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

			<ul style="list-style-type: none"> and esthetics • ESJF offers Indigenous culture programming and camps including Wiliideh 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	6-8	<ul style="list-style-type: none"> • École William McDonald Middle School (EWMS) offers programming for Grades 6 to 8 in both English and French Immersion • Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8, and Core French - Grade 6 to 8 • 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 • Special multiple-day camps are available for Grade 8 students such as Camp Akaitcho and Hidden Lake Canoe Trip
Mildred Hall Elementary School (MHS)	Yellowknife	JK-8	<ul style="list-style-type: none"> • Mildred Hall School (MHS) is an English school which also offers Core French and Wiliideh 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

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

			<p>integrated into classroom sessions and students attend culture camps throughout the year</p> <ul style="list-style-type: none">• 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
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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 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. Based on SWIS criteria, YK1 has 34 students supported in our schools, primarily in two sites. In addition, there are about the same number of students who are English Language Learners (ELL), but not receiving services from the SWIS program.

In 2018-2019, 71.6% of YK1 students are on regular program, while 27.7% are on SSPs of which 4.0% are on Modified Plans. There are a remaining 0.7% of students on IEPs.

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.

YK1 has teachers with a wide range of experience, from zero to 36 years. Our largest demographic are teachers of five years or less experience (approximately 32%) while our smallest demographic are teachers over 15 but less than 20 years (approximately 9%). Approximately 16% 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. 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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, 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:	Targets and performance indicators fall under the following pillars that reflect ECE directives and priorities and YK1 Strategic Priorities: <ol style="list-style-type: none"> 1. Inclusive Pedagogies 2. Indigenizing Our Practices 3. Social Emotional Learning and Wellness
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
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.	All staff participated in PD for Indigenous Language and Culture. PD was also provided that was specific to staff roles and programming e.g. French Immersion.	The circumstances of the COVID-19 pandemic allowed for some PD to be provided virtually while other PD was not completed as planned.
YK1 schools will utilize a teacher mentorship approach in Math and Science to support colleagues.	100% of YK1 schools (N=6) will have at least two mentors in Math and Science	The teacher mentorship approach was successful in the area of Science. Each school had two mentors who worked collaboratively in a district-level group, identifying science competencies as well as working in	Mentors were not utilized this year in the area of Math. A site-based approach utilizing our outside consultants was deemed to be a preferable approach by district and school administrators.

		their schools on site-based initiatives.	
<p>YK1 schools will utilize the PLC model to support teacher collaboration and improve student achievement.</p> <p>“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)</p>	100% of YK1 schools will provide PLC time within the school day	100%	
Areas of Strength for the region	The quality of the consultants working with YK1 has directly improved pedagogy and, consequently, results for students. The PLC model has been vital to teachers collaborating to address their teaching and student learning.		
Areas for Development for the region	It is important that YK1 continues to respond to district/school data and ECE/district initiatives in long-term planning and goal setting.		
Additional Comments for the region			

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

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>School Improvement Plans will align with the YK1 identified pillars that incorporate District strategic priorities and ECE directives and priorities:</p> <ul style="list-style-type: none"> • Inclusive Pedagogies • Indigenizing Our Practices • Social Emotional Learning (SEL) and Wellness <p>In addition, site-based data will inform school plans, to ensure student and school community needs are considered.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	All schools develop plans that are balanced between the district pillars, as identified above, and their own needs based on school data.		
Areas for Development for the region	District continue to support schools in meeting their goals and providing assistance as needed.		
Additional Comments for the region	A new model that incorporates an Inquiry approach could be explored for school improvement.		

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 table details 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 .	YK1 schools develop yearly School Improvement Plans based on the previous year’s data. They identify goals, set targets and performance indicators. 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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	The focus on aligning school improvement goals with YK1 strategic priorities and ECE pillars.		
Areas for Development for the region	Ensuring presentation of data takes place early in the new year.		
Additional Comments for the region			

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

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>At the beginning of each school year, YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by school administration will also be evaluated. The administration of each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	48	6/83 evaluations completed	The results reflect school closures due to COVID-19 that did not allow for completion of evaluations
Number of principal and assistant principals formally evaluated in the school year.	5	0/7 evaluations completed	The results reflect school closures due to COVID-19 that did not allow for completion of evaluations
Number of Education Body School Support Consultants formally evaluated in the school year.	5	0/5 evaluations completed	The results reflect school closures due to COVID-19 that did not allow for completion of evaluations
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	1	0	COVID-19 did not allow for completion of evaluation
Areas of Strength for the region			
Areas for Development for the region	More rigorous attention for completion of evaluations earlier in the year.		
Additional Comments for the region			

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 table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Yellowknife Education District No.1 will ensure that all District and school-based training, in-servicing, and professional development fits under the identified pillars for 2019-2020 as follows:</p> <ul style="list-style-type: none"> • Inclusive Pedagogies <ul style="list-style-type: none"> ○ School residencies with outside Math consultants (EN/FR) ○ Science Mentors with outside consultant (EN/FR) ○ Neurolinguistic approach with outside consultant (FR/Wilhidh) ○ School specific STIP time • Indigenizing Our Practices <ul style="list-style-type: none"> ○ Two District days on the theme of Indigenizing Education ○ School specific SIP/STIP time • Social Emotional Learning (SEL) and Wellness <ul style="list-style-type: none"> ○ One District day with an outside SEL consultant ○ School specific SIP/STIP time
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of Regional training and in-service focused on regional priorities.</p>	<p>100%</p>	<p>0%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic. One planned district PD day on SEL and Wellness was cancelled due to conflicting schedules.</p>
<p>% of Regional training and in-service focused on departmental priorities .</p>	<p>100%</p>	<p>100%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic</p>
<p>% of administration days dedicated to training and in-service.</p>	<p>100%</p>	<p>100%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic</p>

% of collaborative STIP time dedicated to regional priorities.	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
Areas of Strength for the region	All training and in-service days aligned with ECE and district priorities as outlined in the Executive Summary.		
Areas for Development for the region			
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental 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 departmental priorities, for the upcoming school year.	<p>The District Instructional Coordinators develop literacy action plans (EN/FR) that align with our YK1 Strategic Priorities. The coordinators work with schools to support best-practice strategies including:</p> <ul style="list-style-type: none"> • The Assessment Cycle - using our District assessments to assess student strengths and stretches, individually and collectively, make instructional decisions and set goals, followed by post-assessment for growth and next steps (http://www.insight.vic.edu.au/assessment-in-principle/assessment-and-the-teaching-and-learning-cycle), • Literacy across the disciplines - with a specific focus on Science and Math, develop students’ facility to navigate within the disciplines with confidence and understanding, • Inclusive literacy practices to meet the needs of all learners - focusing on the planning approaches and open-ended practices that allow all students to achieve and progress.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	2	2	
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region	Work this year with an outside consultant and the YK1 literacy committee has led to the development of a draft literacy plan. Collaboration between the Instructional Coordinators has allowed for alignment within the plan for English and French.		
Areas for Development for the region	Revising and editing the Literacy Plan is the immediate next step. Planning for implementation and PD to support best practices is needed and will be a focus moving forward.		
Additional Comments for the region			

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	n/a	n/a	
Areas of Strength for the region	YK1 continues to support an “access for all” philosophy including during the COVID-19 pandemic, with one school still providing food for families of their students.		
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	EJHS	<ul style="list-style-type: none"> Breakfast, lunch and snacks are available in the office for students as needed 	As planned until March 12, 2020	Due to COVID-19 pandemic
	ESJF	<ul style="list-style-type: none"> 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 school in strategic areas; all grades, all hours 	As planned until March 12, 2020	Due to COVID-19 pandemic
	EWMS	<ul style="list-style-type: none"> Snacks, Lunch available in upstairs staff room and office 	As planned until March 12, 2020	Due to COVID-19 pandemic
	MHS	<ul style="list-style-type: none"> Breakfast, Lunch available in the Foods Lab as needed Snack bowls are available at all times in the classrooms Care Packages are available for students and families as needed 	As planned until March 12, 2020	Due to COVID-19 pandemic
	NJM	<ul style="list-style-type: none"> Breakfast, Lunch, and Snacks are available in the office for students as needed 	As planned until March 12, 2020	Students that needed breakfast, lunch, or a snack were provided them as needed. Five families were also provided gift cards to purchase groceries while the school was closed due to COVID-19 to support some families in need.

	RLN	<ul style="list-style-type: none"> Lunches are available in the office for students as needed Snack bowls are available at all times in the classrooms and the office 	As planned until March 12, 2020	Due to COVID-19 pandemic
Total number of days and months program is offered in each school.	EJHS	Available everyday, all year	As planned until March 12, 2020	Due to COVID-19 pandemic
	ESJF	Available everyday, all year	As planned until March 12, 2020	Due to COVID-19 pandemic
	EWMS	Available everyday, all year	As planned until March 12, 2020	Due to COVID-19 pandemic
	MHS	Available everyday, all year	As planned until March 12, 2020	Due to COVID-19 pandemic
	NJM	Available everyday, all year	As planned until March 12, 2020	Due to COVID-19 pandemic
	RLN	Available everyday, all year	As planned until March 12, 2020	Due to COVID-19 pandemic
Approximate Total Number of children and youth served each day.	EJHS	Snacks - 36 students	As planned until March 12, 2020	Due to COVID-19 pandemic
	ESJF	Breakfast - 50+ students Lunch - 25 students	As planned until March 12, 2020	Due to COVID-19 pandemic
	EWMS	Snacks – 40 to 60 students Lunch – some students once in a while	Average number of students accessed food as follows: Snack/Lunch-50; Breakfast -45 *until March 12, 2020	Addition of breakfast program *Due to COVID pandemic

	MHS	Breakfast, Lunch – 70 to 80 students	Average number of students accessed food as follows: Breakfast/Lunch-120 students *until March 12, 2020	Student numbers reflect an increased need for food programs in the school *Due to COVID pandemic
	NJM	Breakfast - 4 students Lunch -2 students	Average number of students accessed food as follows: Breakfast-1; Lunch-2; Snacks-25 *until March 12, 2020	In addition, 5 gift cards supported 11 students *Due to COVID pandemic
	RLN	Lunch - 15 students	As planned until March 12, 2020	Due to COVID-19 pandemic
Criteria for participation per school. (Low income, fee, etc.)	EJHS	No fee; availability for all	As planned	
	ESJF	No fee; availability for all	As planned	
	EWMS	No fee; availability for all	As planned	
	MHS	No fee; availability for all	As planned	
	NJM	No fee; availability for all	As planned	Families of students accessing the food program and those identified by staff received gift cards after school closure due to COVID-19
	RLN	No fee; availability for all	As planned	

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 table details 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, noted areas of strength and areas for development.

<p>SSI Project Proposal Summary</p>	<p>The YK1 SSI proposal will focus on the pillar of Inclusive Pedagogies and Social Emotional Learning (SEL) and Wellness by:</p> <ul style="list-style-type: none"> • 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 inclusive schooling facilitator to focus on planning for diverse classrooms with school teams of administrators, PSTs, and classroom teachers, multiple times over the year, • Utilizing an expert in the field of SEL and teacher wellness to present to all staff <p>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.</p> <p>Reference: Kaser, L. & Halbert, J. (2017). <i>The Spiral Playbook: Leading with an Inquiring Mindset in School Systems and Schools</i>. C21 Canada</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	90%	90%, as planned, until March 12, 2020	Due to COVID-19 pandemic
% of support staff from across the region that participate in SSI PD activities.	100% PSTs 100% *EAs *SEL PD	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
Areas of Strength	SSI district projects have utilized the collaborative inquiry approach over the past several years. YK1 continues to be committed to this powerful professional development model moving forward.		
Areas for Development	A challenge for the district is continuing to ensure outside consultants support new learning for teachers in a way that fits with the collaborative inquiry model and does not become a “stand alone” event. Maintaining the connection between our experts and school-based teams will need ongoing attention from district and school administrative staff.		
Additional Comments			

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	Completion of plans and revisions based on feedback from YK1 outside consultant.		
Areas for Development for the region	Safe School Plans need a focus on a crisis response in the area of mental health.		
Additional Comments for the region			

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 table details 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 .	YK1 promotes 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/)
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	1	1	
Number of schools offering LEADS to grade 4-6 students.	0	0	
Number of schools offering the Fourth R to grade 7-9 students.	3	3	
Number of schools offering HRPP to grade 10/11 students.	1	1	
Areas of Strength for the region	Research-based programs have been successfully implemented in all schools, supported by school-based counsellors and/or Social-Emotional Learning Support Teachers (SELSTs).		
Areas for Development for the region	Ensure continuation in the use of research-based programs that support students’ social emotional well-being and healthy relationships.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	EJHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation Social Stories (Gray, 2010)	Partial	Zones of Regulation used across the school Aspects of the PBIS-SCP were implemented. Social Stories were not used
	ESJF	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/	As planned	
	EWMS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ 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/pppractice/talking-about-mental-illness-tami/	As planned	
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)	As planned, with one additional	To support students, JK-8: <ul style="list-style-type: none"> Zones of Regulation http://www.zonesofregulat

	<p>https://pbisscpcanada.wordpress.com/</p> <p>Skillstreaming http://www.skillstreaming.com/</p> <p>Mind-up https://mindup.org/</p> <p>Talking About Mental Illness (TAMI) http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/</p>	program added	<p>ion.com/index.html</p> <ul style="list-style-type: none"> • Mindfulness strategies taught to all classes by Social Emotional Support Teacher (SELST)
NJM	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>Mind-up https://mindup.org/</p> <p>Skillstreaming http://www.skillstreaming.com/</p>	As planned, with one additional program added	To support JK/K students, https://www.socialthinking.com/Evidence/How-You-Can-Help/WeThinkers
RLN	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>Mind-up https://mindup.org/</p> <p>Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/</p>	As planned, with one additional program added	To support JK-8 students, https://teachpeaceofmind.org/the-peace-of-mind-program/

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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

****Note: Due to the varying structures of French instruction, frequency is given in minutes, hours or percentages**

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
EJHS	French	Immersion	K-2	100%	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Immersion	3-5	80-85%	86% until March 12, 2020	Due to COVID-19 pandemic
ESJF	French	Immersion	9-12	40-60% (over two semesters)	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Post-Intensive French	9-12	125 hr/yr. (one semester)	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Core French	9	94 hr/yr.	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Core French	10-12	125 hr/yr. (one semester)	As planned until March 12, 2020	Due to COVID-19 pandemic
	Wiilı̄deh	Intensive Wiilı̄deh	9-11	125 hr/yr. (one semester)	As planned until March 12, 2020	Due to COVID-19 pandemic

EWMS	French	Immersion	6-8	70%	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Intensive French	6	70% (Sept-Jun) 30% (Feb-Jun)	65% (Sept-Jan) 25% (Feb-Jun) as planned until March 12, 2020	Discrepancy due to scheduling Due to COVID-19 pandemic
	French	Post-Intensive French	7-8	80 min/day	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Core French	6-8	160 min/week	As planned until March 12, 2020	Due to COVID-19 pandemic
MHS	French	Core French	1-4	90 min/week	60 min/week until March 12, 2020	Discrepancy due to lack of French instructor Due to COVID-19 pandemic
	French	Core French	5-8	150 min/week	As planned until March 12, 2020	Due to COVID-19 pandemic
	Wilihideh	Core Wilihideh	K-8	90 min/week	60 min/week until March 12, 2020	Discrepancy due to lack of Indigenous instructor and scheduling conflicts Due to COVID-19 pandemic
NJM	French	Core French	1-4	90 min/week	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Core French	5	60 hr (2 blocks of 2 weeks – Fall/Spring)	As planned until March 12, 2020	Due to COVID-19 pandemic

RLN	French	Core French	1-4	80 min/week +10 hours French activities	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Core French	5	60 hr (2 blocks of 2 weeks – Fall/Spring)	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Core French	6	160 min/week	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Core French	7-8	160 min/week	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Intensive French	6	70% (Sept- Jun) 30% (Feb- Jun)	As planned until March 12, 2020	Due to COVID-19 pandemic
	French	Post-Intensive French	7-8	80 min/day	As planned until March 12, 2020	Due to COVID-19 pandemic

** One row per Language/per school – add as necessary*

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.

Regional Inclusive Schooling Coordinators

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

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

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

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	2.90	2.0	<ul style="list-style-type: none"> Student needs are such that 2.0 PSTs will provide the required support 	2.0	
ESJF	3.25	3.0	<ul style="list-style-type: none"> All positions are rounded to the nearest 1.0 	3.0	
EWMS	2.22	2.0	<ul style="list-style-type: none"> All positions are rounded to the nearest 1.0 	2.0	
MHS	2.25	3.0	<ul style="list-style-type: none"> Students needs include literacy, numeracy, language development, SEL & SR that are best supported with 3.0 PSTs 	3.0	
NJM	2.76	2.8	<ul style="list-style-type: none"> Student needs are such that 2.8 PSTs will provide the required support 	2.8	
RLN	2.18	3.0	<ul style="list-style-type: none"> Student needs include a high ELL population and significant behavioural needs that are best supported with 3.0 PSTs, with 1.0 dedicated to SR and SEL 	3.0	
TOTAL	15.57	15.8		15.8	

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, 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	0.50	1.0	Allocated based on School/Student needs	1.0		
ESJF		1.25	Allocated based on School/Student needs	1.25		
EWMS		1.0	Allocated based on School/Student needs	1.0		
MHS		1.0	Allocated based on School/Student needs	1.0		
NJM						
RLN						
TOTAL	0.50	4.25		4.25		

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	32.72	2.0		2.0	
ESJF		9.0		9.5	.5 designated for a new student
EWMS		4.0		4.0	
MHS		7.0		9.0	1.0 designated for a new student; 1.0 designated for district SLP EA based at MHS
NJM		4.0		4.0	
RLN		5.0		5.5	.5 designated for a new student
District Unallocated		1.72	Held in reserve for new students	0	
TOTAL	32.72	32.72		34	Based on needs that changed over the year

Magnet Facilities

The North Slave Correctional Complex – Young Offender Unit 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	3.0	4.0	More teachers needed	4.0	
Support Assistants	2.0	1.0	Allocated to teachers	1.0	
TOTAL	5.0	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	\$29,500	Allocated to salaries	\$24,500	Allocated to salaries

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)
\$125,982	\$125,982		\$130,000	Costs came in slightly over budgeted amount

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	All school staff	De-escalating behaviour in a safe, respectful manner	Nov 1, 4, 5, 2019 District Office (DO) January 18, 26, 2020 (DO) April 14th, 15,16, 2020 (DO)	Training dates held as planned with the exception of April 14, 15, 16, 2020 that were cancelled	Due to COVID-19 pandemic
Social Emotional Learning	All school staff	<ul style="list-style-type: none"> Teacher wellness A process in which children and adults understand and manage emotions 	January 24, 2020 (DO)	No	An unanticipated scheduling change did not allow this day to proceed as planned. The day unfolded as follows: <ul style="list-style-type: none"> Grades 1-12 – literacy/numeracy planning from classroom/school data

					<ul style="list-style-type: none"> JK-K – Social Emotional Learning in-service
Planning for diverse classrooms	PSTs, teachers, administrators	Using planning templates to deliver curriculum to all learners	<p>October 31, 2019 (DO)</p> <p>March 12, 2020 (DO)</p> <p>May 20, 2020 (DO)</p> <p>June 11, 2020 (DO)</p>	<p>March 12, 2020 training proceeded but all other dates were cancelled</p>	<p>Unanticipated cancellations due to:</p> <ul style="list-style-type: none"> Flight cancellation (October) COVID-19 Pandemic (May/June)
Complex Needs	All staff	Understanding a variety of diagnosis for students with complex needs	<p>Beginning in September twice/monthly; re-evaluation of schedule in December 2019 (DO)</p> <p>November 1, 8, 2019 (DO)</p> <p>February 7, 2020 (DO)</p>	As planned	
Behaviour Support	All staff	Teaching of self-regulating strategies and responding to emotions in a positive way	<p>Sept 23 - 27, 2019 (DO)</p> <p>Nov 25-29, 2018 (DO)</p> <p>May 4-8, 2020 (DO)</p>	<p>As planned</p> <p>*May PD dates held virtually</p>	

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

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>In 2019-2020, 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.</p> <p>Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation. Ongoing PD in the areas of Math and Science strengthens inclusive pedagogies that support all learners in our classrooms.</p>
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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 teachers with students on IEPs, as well as PSTs, Admin & Educational Assistants working with these students	100%, as planned, until March 12, 2020	
% of educators that have been trained on developing and implementing SSPs this year.	100%	100%, as planned, until March 12, 2020	
% of educators that have been trained on the use of flexible strategies this year.	100% K-9 teachers, plus Grade 10-12 Math teachers	100%, as planned, until March 12, 2020	
% of educators that have been trained on the School-based Support Team process this year.	100%	100%, as planned, until March 12, 2020	
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%	100%, as planned, until March 12, 2020	
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%	100%, as planned, until March 12, 2020	
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%	100%, as planned, until March 12, 2020	

% of educators that have been trained on Assistive Technology this year.	100%	100%, as planned, until March 12, 2020	
Areas of Strength for the region	Progress has been made in providing PD to support Social-Emotional Learning, as well as the ongoing focus on Math and Science.		
Areas for Development for the region	Further attention needs to be given to: <ul style="list-style-type: none"> • Training in use of Assistive Technology • Training in use of the IEP template 		
Additional Comments/Requests for Support for the region	In regards to Assistive Technology, the cost and limited availability of supports are challenging. For example, TouchChat, as well as other services, are no longer managed by Speech and Language Pathologists from Stanton Territorial Hospital.		

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 (\$)
Merril Dean https://www.deanpsych.com/	Assessment Workshops Consulting	Psycho-educational assessments Supporting students with complex learning needs	EJHS ESJF EWMS NJM MHS RLN	20 days throughout the year	\$23,351.20
Robyn Combres https://ca.linkedin.com/in/robyn-combres-b7b50633	Workshops Consulting	Supporting schools to understand functions of behaviour due to increasing numbers of students with challenges Growing numbers of students with behaviour challenges and helping	EJHS ESJF EWMS NJM MHS RLN	10 days throughout the year	\$21,697.65

		schools understanding functions of behaviours			
Children Autism Services Edmonton (CASE) https://childrensautism.ca/	Consulting	Supporting schools in meeting needs of students with ASD Growing numbers of students with ASD	EJHS EWMS NJM MHS RLN	13 days throughout the year	\$73,871.00
Wendy Wile	Assessment	Psycho-educational assessments	ESJF	1 day	\$1340.00
Paddy Zadunasky Course instructor, Right to Read https://righttoread.ca/application/files/9615/4379/1254/Course_Instructors.pdf	Workshops	Early literacy strategies need to focus on early learning literacy strategies	JK-5 teachers and PSTs from: NJM MHS RLN	2 days throughout the year	\$4,061.62

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 (\$)
\$116,588	\$110,072.41	Additional Chrome books to support students at home	\$112,015.67 *Remaining budget was used to support staff in student support services e.g. Professional Development (online courses)
	\$194.00	Student/School Specific	
	\$1,749.26	iPads & Speech apps	

Healing and Counseling

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	\$111,506	139,274	Cost of 1 position referred to in Wellness Counsellor section	\$139,274	
ESJF		189,845	Cost of 1.25 positions referred to in Wellness Counsellor section	\$189,845	
EWMS		141,507	Cost of 1 position referred to in Wellness Counsellor section	\$141,507	
MHS		\$151,547	Cost of 1 position referred to in Wellness Counsellor section	\$141,507	
NJM					
RLN					
TOTAL	\$111,506	\$622,173		\$622,173	

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 table details 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.	Regular Program Support Teacher meetings, where guidelines and tools are to be shared and/or collaboratively developed with the RISC and PSTs, will ensure that SSP/IEP plans are written with fidelity. Our outside facilitator will work with PSTs and school teams (administrators, PSTs, teachers, EAs) to ensure thoughtful and intentional supports align with students’ SSP and IEP goals.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tie net by November 30 of the upcoming school year.	100%	99.07% as of June 23, 2020	Despite better efforts, a few IEPs were not finalized as they were unsigned
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	1	1	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	0	0 until March 12, 2020	Due to COVID-19 pandemic, meetings were held virtually 2-3 times/month in April,

			May, and June
Number of times per year that the RISC meet with the PSTs in person	RISC meets with PSTs monthly, regularly with SBSTs and other meetings as needed	As planned	Meetings held virtually in April, May, and June
Areas of Strength for the region	<p>Identified strengths from the PST survey highlights the following:</p> <ul style="list-style-type: none"> • Positive collaboration at the school/district level, • Diversity of strengths within the district PST team benefits all in supporting teachers and students. 		
Areas for Development for the region	<p>Identified areas for development from the PST survey notes the following:</p> <ul style="list-style-type: none"> • More support in ensuring consistency in writing and implementation of SSPs and IEPs across the district, • Transitioning students from elementary to secondary school; secondary school and beyond, • Supporting students with complex needs and their families, • Implementing recommendations from outside agencies and contracted services. 		
Additional Comments for the region	<p>PST survey indicates that YK1 is stretched in its capacity to meet the needs of students with high complex needs in terms of staffing numbers and skills.</p>		

Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>YK1 is committed to the ongoing work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a specific focus on the disciplines of Math and Science, and on utilizing planning techniques across a variety of subject areas, based on inclusive models of support.</p> <p>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.</p> <p>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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
% of support assistants who receive support through adequate scheduled time with PST	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
% of classroom teachers who will meet with the PST at least once a month	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic

<p>% of support assistants who will meet with PST at least once a month</p>	<p>100%</p>	<p>100%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic</p>
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with</p>	<p>100%</p>	<p>100%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic</p>
<p>% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies</p>	<p>100%</p>	<p>100%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic</p>
<p>% of schools that have a fair process for equitable access to extra-curricular activities</p>	<p>100%</p>	<p>100%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic</p>
<p>Areas of Strength for the region</p>	<p>Identified strengths from the PST survey highlights the following:</p> <ul style="list-style-type: none"> • Principals actively supported opportunities for PSTs/Teacher/EAs to work collaboratively to design and deliver flexible and appropriate programming for all students in the common learning environment, • Work with outside consultants for supporting pedagogies that include flexible, “low floor, high ceiling”, instructional strategies has been positively received. 		
<p>Areas for Development for the region</p>	<p>Identified areas for development from the PST survey notes the following:</p> <ul style="list-style-type: none"> • More PD needed in the areas of student mental health and supporting students with trauma, • The secondary school would benefit with more PD on flexible instructional strategies. 		
<p>Additional Comments for the region</p>	<p>Work with our outside consultants is well received but it is important to ensure continuing to avoid September and October bookings.</p>		

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 table details 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.	In 2019-2020, the RISC, in collaboration with the PSTs, will develop a District referral process and format to ensure the efficiency and effectiveness of SBST in our schools. Additionally, there will be an expectation from the District that accommodation for the SBST be included in all School Improvement Plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
Areas of Strength for the region	SBSTs have been used very effectively in all schools and have continued to meet virtually since the COVID-19 pandemic.		
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	EJHS	Bi-weekly/60 minutes	As planned until March 12, 2020	Meetings have been held virtually since the COVID-19 pandemic.
	ESJF	Weekly/60 minutes	As planned until March 12, 2020	Meetings have been held virtually since the COVID-19 pandemic.
	EWMS	Bi-weekly/60 minutes	As planned until March 12, 2020	Meetings have been held virtually since the COVID-19 pandemic.
	MHS	Bi-weekly/60 minutes	As planned until March 12, 2020	Meetings have been held virtually since the COVID-19 pandemic.
	NJM	Weekly/60 minutes	As planned until March 12, 2020	Meetings have been held virtually since the COVID-19 pandemic.
	RLN	Bi-weekly/60 minutes	As planned until March 12, 2020	Meetings have been held virtually since the COVID-19 pandemic.

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>Feedback from past years, informed planning to create criteria and timelines for PSTs and Administrators around support plans included in a District developed document, PST 101. Regular meetings between the Regional Inclusive Schooling Coordinator (RISC) and PSTs, individually and collectively, provided support in the areas of collaborating with parents, writing SSPs and IEPs, implementing and communicating them.</p> <p>This existing process and procedure, outlined in the PST 101 document, is now the established protocol to ensure that SSPs and IEPs are created, reviewed and revised regularly with all appropriate personnel.</p> <p>During monthly PST meetings, based on their experience, parents of children with complex needs will be invited to share their stories and perspectives.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents	100%	100%	
% of teachers completing IEPs for student requiring them in consultation with parents	100%	87%	Despite best efforts, some IEPs were not completed with and/or signed by parents
% of parents given the opportunity to participate in developing SSPs for those students requiring them	100%	100%	
% of parents participating in developing IEPs for those students requiring them	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate	100%	100%	
% of students participating in developing their own IEP, when required and appropriate	100%	100%	
Areas of Strength for the region	The strength-based and child-centered approach to developing SSPs and IEPs across all schools.		
Areas for Development for the region	Continue to strive for 100% parental engagement, signing and finalization of SSPs and IEPs.		
Additional Comments for the region			

PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	<p>In the upcoming school year, all PST teams will collaboratively develop, with the support of the RISC, year plans that include time-use targets, District, and school priorities and expectations. It is expected that year plans will guide school teams to create more short term, detailed plans.</p> <p>As in the past, the PST will regularly survey and/or meet with school teams (PST and administration) to ensure that time allocations as outlined in the directive are being met.</p> <p>PSTs will co-create a survey for staff that will provide feedback for effectively tailoring support based on school needs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers	100%	As planned until March 12, 2020	Due to COVID-19 pandemic
% of PSTs meeting the 25% benchmark of their time directly supporting students	100%	As planned until March 12, 2020	Due to COVID-19 pandemic
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	As planned until March 12, 2020	Due to COVID-19 pandemic
Areas of Strength for the region	Collaborative support within school PST teams ensured time allocations were met.		
Areas for Development for the region	Balancing scheduled time allocations when dealing with unexpected student needs.		
Additional Comments for the region			

4. Indigenous Languages and Education

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

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 centralized leadership at the regional level, and the explanation for any difference between each.

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

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
EJHS	6.57	0		0	
ESJF		1.25		1.25	
EWMS		0		0	
MHS		5.35		5.35	
NJM		0		0	
RLN		0		0	
TOTAL	6.57	6.6		6.6	

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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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 the region, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
YK1 District Wide	\$172,008	\$220,338	Additional funding provided through other district resources	\$123,004	Due to the COVID-19 pandemic, the budgeted amount was not fully spent
TOTAL	\$172,008	\$220,338		\$123,004	

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. It is important for 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.

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.	Building the School Community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of <i>Dene Kede</i> . All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated “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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%	
% of schools with Elders in Schools programming	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
% of schools hosting community gatherings rooted in local cultures	100%	100%, as planned, until March 12, 2020	Due to COVID-19 pandemic
Areas of Strength for the region	Schools formed ILE committees with knowledgeable participants working collaboratively to support Indigenous programming.		
Areas for Development for the region	It will be important that schools continue the momentum created this year before the interruption by COVID-19 pandemic.		

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	EJHS	Part time/event specific	As planned until March 12, 2020	Due to COVID-19 pandemic
	ESJF	Part time/event specific	As planned until March 12, 2020	Due to COVID-19 pandemic
	EWMS	Part time/event specific	As planned until March 12, 2020	Due to COVID-19 pandemic
	MHS	Full time	As planned until March 12, 2020	Due to COVID-19 pandemic
	NJM	Part time/event specific	As planned until March 12, 2020	Due to COVID-19 pandemic
	RLN	Part time/event specific	As planned until March 12, 2020	Due to COVID-19 pandemic
Type of activities provided through Elders in Schools <i>(description/grades)</i>	EJHS	<ul style="list-style-type: none"> K-5 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 	As planned until March 12, 2020	Due to COVID-19 pandemic
	ESJF	<ul style="list-style-type: none"> Grade 9 Indigenous Cultural Experience 	As planned	Due to COVID-19 pandemic

		<p>camps according to themes outlined in <i>Dene Kede</i></p> <ul style="list-style-type: none"> • 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 	until March 12, 2020	
	EWMS	<ul style="list-style-type: none"> • Grades 6-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 	As planned until March 12, 2020	Due to COVID-19 pandemic
	MHS	<ul style="list-style-type: none"> • Two certified Indigenous Language instructors teaching Willhìdeh 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 	As planned until March 12, 2020	Due to COVID-19 pandemic
	NJM	<ul style="list-style-type: none"> • K-5 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, 	As planned until March 12, 2020	Due to COVID-19 pandemic

		traditional stories and skills		
	RLN	<ul style="list-style-type: none"> • K-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 	As planned until March 12, 2020	Due to COVID-19 pandemic
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	EJHS	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 5 Canoe Trip 	As planned except for Canoe Trip	Due to COVID-19 pandemic
	ESJF	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 12 Canoe Trip • Annual Indigenous Honour Ceremony 	As planned with the exception of the Canoe Trip and Hand Games	Due to COVID-19 pandemic
	EWMS	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe Trip • Annual <i>Akaitcho</i> Camp 	As planned with the exception of the Canoe Trip	Due to COVID-19 pandemic
	MHS	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe Trip • Annual Christmas Feast 	As planned with the exception of the Canoe Trip	Due to COVID-19 pandemic

	<p>NJM</p>	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament 	<p>As planned</p>	
	<p>RLN</p>	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe Trip 	<p>As planned with the exception of the Canoe Trip</p>	<p>Due to COVID-19 pandemic</p>

Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential Schools Awareness training.</p>	<p>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 Inspire and the Alberta FNMI regional gathering. Courses available as well to staff that offer insight into cultural orientation and language revitalization such as Certificate of Aboriginal Language Revitalization (CALR) and Dechinta. YK1 continues to work closely with ECE to in-service the staff on the new <i>Our Languages</i> curriculum implementation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>100%</p>	<p>80%</p>	<p>Due to COVID-19 pandemic</p>
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>	<p>50%</p>	<p>The day in May for YK1 School-based Teacher Cultural Orientation Day was cancelled due to the COVID-19 pandemic</p>
<p>Type of Residential School Awareness Training provided and # of teachers/staff participants</p>	<p>350 participants in district-wide PD with keynote speaker, Dr. Sara Davidson, who will speak to the effects of the residential school legacy on the delivery of education http://saraflorence.ca/</p>	<p>Full staff participation, as planned</p>	

Areas of Strength for the region	<p>Strengths in YK1 include:</p> <ul style="list-style-type: none"> Quality of the cultural consultant employed by the district to speak to the effects of the residential school legacy on the delivery of education, Creation of productive ILE committees in each school
Areas for Development for the region	Continue to work towards a whole-school approach to Indigenous culture and language
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	EJHS	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>	<p>100% participation, as planned, until March 12, 2020</p> <p>The focus of the ILE committee was to function as a working team to plan activities for all staff.</p> <p>School-based activities included:</p> <ul style="list-style-type: none"> Hides cleaned and prepared with Elders Feed the Fire Ceremony in September 	Due to COVID-19 pandemic
	ESJF	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to</p>	<p>100% participation, as planned, until March 12, 2020</p> <p>The focus of the ILE committee was to function as a working</p>	Due to COVID-19 pandemic

		<p>be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>	<p>team to plan activities for all staff.</p> <p>School-based activities included:</p> <ul style="list-style-type: none"> • A presentation from Dēneze Nakehk'o to staff and students on colonization • Northern Studies - Elders taught traditional skills such as beading and sewing for students and staff that included teachers, EAs and one administrator 	
	<p>EWMS</p>	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>	<p>100% participation, as planned, until March 12, 2020</p> <p>The focus of the ILE committee was to function as a working team to plan activities for all staff.</p> <p>School-based activities included:</p> <ul style="list-style-type: none"> • Feed the Fire Ceremony • Camp Akaitcho - 100% of staff participation for a full day 	<p>Due to COVID-19 pandemic</p>

			of setting up camp, fishing, and stories	
	MHS	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>	<p>100% participation, as planned, until March 12, 2020</p> <p>The focus of the ILE committee was to function as a working team to plan activities for all staff.</p> <p>School-based activities included:</p> <ul style="list-style-type: none"> • Drumming • Prayers • Community Feast • Feed the Fire Ceremony 	Due to COVID-19 pandemic
	NJM	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>	<p>100% participation, as planned, until March 12, 2020</p> <p>The focus of the ILE committee was to function as a working team to plan activities for all staff.</p> <p>School-based activities included:</p> <ul style="list-style-type: none"> • Feed the Fire Ceremony • Traditional story telling – literacy focus 	Due to COVID-19 pandemic

			- language	
	RLN	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>	<p>100% participation, as planned, until March 12, 2020</p> <p>The focus of the ILE committee was to function as a working team to plan activities for all staff.</p> <p>Activities included:</p> <ul style="list-style-type: none"> • Feed the Fire Ceremony • Elder worked with Grade 7/8 team on traditional sewing skills (making mitts) • Dene Kede facilitator worked with 95% of the staff 	Due to COVID-19 pandemic
Number of local resource people involved in planning and delivering Cultural Orientation Days.	EJHS	50 local resource people involved in the District coordinated Cultural Orientation Days	Approximately 35 resource people supported Cultural Orientation Days across all schools	Due to COVID-19 pandemic
	ESJF	50 local resource people involved in the District coordinated Cultural Orientation Days	Approximately 35 resource people supported Cultural Orientation Days across all schools	Due to COVID-19 pandemic
	EWMS	50 local resource people involved in the District coordinated Cultural Orientation Days	Approximately 35 resource people supported Cultural Orientation Days across all schools	Due to COVID-19 pandemic

	MHS	50 local resource people involved in the District coordinated Cultural Orientation Days	Approximately 35 resource people supported Cultural Orientation Days across all schools	Due to COVID-19 pandemic
	NJM	50 local resource people involved in the District coordinated Cultural Orientation Days	Approximately 35 resource people supported Cultural Orientation Days across all schools	Due to COVID-19 pandemic
	RLN	50 local resource people involved in the District coordinated Cultural Orientation Days	Approximately 35 resource people supported Cultural Orientation Days across all schools	Due to COVID-19 pandemic

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>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.</p> <p>Schools teaching Willihideh use the language in signage, announcements and assemblies. Willihideh language is incorporated into other aspects of the curriculum. The schools that do not offer Willihideh language yet are in the infancy of a whole school approach</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%	33%	Due to COVID-10 pandemic
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	The ILE committees in each school were working well toward their goals in Indigenous Language use.		
Areas for Development for the region	The committees will have to ensure the momentum they had this past school year is maintained moving forward in 2020-2021.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
<p>Initiatives in place to promote a Whole School Approach to Language Use.</p>	EJHS	<ul style="list-style-type: none"> Indigenous Language integration into Kindergarten Curriculum Language integration into Indigenous Cultural Experience camps 	<p>Language use included:</p> <ul style="list-style-type: none"> Naming items e.g. foods, tools 	
	ESJF	<ul style="list-style-type: none"> Prayers and land acknowledgements before events Language integration into Indigenous Cultural Experience camps 	<p>Language use included:</p> <ul style="list-style-type: none"> O Canada Signage around the school Word of the day 	
	EWMS	<ul style="list-style-type: none"> Prayers and land acknowledgements before events Language integration into Indigenous Cultural Experience camps 	<p>Language use included:</p> <ul style="list-style-type: none"> Phrases and naming items e.g. tools, food Greetings O Canada 	
	MHS	<ul style="list-style-type: none"> Indigenous language signage throughout the school “Wiihìdeh word of the day” 	<p>Language use included:</p> <ul style="list-style-type: none"> Greetings on daily announcements Signage around the school O Canada 	

		<ul style="list-style-type: none"> Inclusion of Wilìideh language in school assemblies 	<ul style="list-style-type: none"> Dene Laws Language classes Jigging and drumming as part of language development 	
	NJM	<ul style="list-style-type: none"> Language integration into Indigenous Cultural Experience camps 	Language use included: <ul style="list-style-type: none"> O Canada Phrases Dene Laws Greetings Stories read in traditional language 	
	RLN	<ul style="list-style-type: none"> Language integration into Indigenous Cultural Experience camps 	Language use included: <ul style="list-style-type: none"> O Canada As part of the Dene Kede facilitator work in classes – phrases, greetings 	

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.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>Indigenizing Teaching and Learning Practices involves bringing Indigenous concepts to all aspects of education. It is necessary first and foremost to recognize the long-standing impact that Eurocentric beliefs and values have had on traditional learning practices in Northern Schools. To Indigenize education, schools must actively plan and teach using the NWT foundational curricula: <i>Dene Kede</i>. Adopting these learning and teaching practices that are holistic, relational, spiral and experiential goes hand in hand with the recognition of the importance of culture in learning and key cultural experiences. To develop the appropriate approaches and experience, YK1 teachers 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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<ul style="list-style-type: none"> • Creating a Welcoming Environment • Indigenizing Content for Curricula and Programming • Strengthening Indigenous Language Instruction 	<p>100%, as planned, until March 12, 2020</p>	<p>Plans were complete but not fully implemented due to COVID-19 pandemic</p>
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>	<p>100%, as planned, until March 12, 2020</p>	<p>Due to COVID-19 pandemic</p>
<p>Areas of Strength for the region</p>	<p>All ILE committees were actively developing or had plans to support teachers in Indigenizing their teaching practices.</p>		

Areas for Development for the region	Ensuring that plans already developed are implemented after the COVID-19 pandemic interruption of the school year.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).	EJHS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.	Plans that were in progress included: <ul style="list-style-type: none"> • implementation of Forest and Nature school/outdoor learning • Programming that connected <i>Dene Kede</i> and the classroom using holistic teaching and learning practices . 	Due to COVID-19 pandemic plans are being altered
	ESJF	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.	Plans that were in progress included: <ul style="list-style-type: none"> • Review of the Directive and Handbook • Department heads to begin exploring how to Indigenize their classes in order to Indigenous teaching and learning practices 	Due to COVID-19 pandemic plans are being altered
	EWMS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.	Plans that were in progress included: <ul style="list-style-type: none"> • Construction of an outdoor tent/learning area connecting outdoor learning to Science, Health and Wellness in a holistic, relational, and experiential Indigenous teaching and learning practice 	Due to COVID-19 pandemic plans are being altered

	MHS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.	<p>Plans that were in progress included:</p> <ul style="list-style-type: none"> • How language classes connect to the homeroom classrooms • Planning for language use in areas around the school and in subject areas • Student and staff will practice the language in holistically Indigenous teaching and learning practices 	Due to COVID-19 pandemic plans are being altered
	NJM	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.	<p>Plans that were in progress included:</p> <ul style="list-style-type: none"> • Use of greetings/common phrases in traditional language during announcements/assemblies/routine activities • Creating a welcoming, holistic environment • Teaching using spiral and holistic approaches both inside and outside of the building (outdoor inquiry learning) 	Due to COVID-19 pandemic plans are being altered
	RLN	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.	<p>Plans that were in progress included:</p> <ul style="list-style-type: none"> • Outdoor learning spaces including a tent, chicken coop and bee hive to encourage experiential learning and Indigenous teaching and learning practices 	Due to COVID-19 pandemic plans are being altered

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

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>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. <i>Dene Kede</i> 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 new <i>Our Languages</i> policy curriculum and the creation of Indigenous Language and Education (ILE) committee in each school.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing <i>Dene Kede</i> & Inuuqatigiit.</p>	<ul style="list-style-type: none"> • School Improvement Plans to include a plan to Indigenize education • School budgets to allocate 3-5% for Indigenizing education • Teachers’ year plans to include integration of <i>Dene Kede</i> 	<ul style="list-style-type: none"> • Long Range Plans were reviewed by administration • Involvement of District Dene Kede facilitator in planning and teaching • Use of the ILE committee as a support for school wide activities and events 	
<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100%</p>	<p>100%</p>	

Areas of Strength for the region	Teachers were very open and responsive in implementing <i>Dene Kede</i> and Indigenizing content for curricula and programming.
Areas for Development for the region	Ensuring the momentum from 2019-2020 is maintained in the upcoming school year.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	EJHS	100%	100%, as planned, until March 12, 2020	RILE unable to collect data in this area due to COVID-19 pandemic
	ESJF	100%	100%, as planned, until March 12, 2020	RILE unable to collect data in this area due to COVID-19 pandemic
	EWMS	100%	100%, as planned, until March 12, 2020	RILE unable to collect data in this area due to COVID-19 pandemic
	MHS	100%	100%, as planned, until March 12, 2020	RILE unable to collect data in this area due to COVID-19 pandemic
	NJM	100%	100%, as planned, until March 12, 2020	RILE unable to collect data in this area due to COVID-19 pandemic
	RLN	100%	100%, as planned, until March 12, 2020	RILE unable to collect data in this area due to COVID-19 pandemic

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. 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 offer key cultural experiences	The most effective cultural experiences are planned and delivered 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 <i>Dene Kede</i> . The majority of these camps take place at B. Dene Adventures in Dettah.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference	
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%, as planned, until March 12, 2020	Due to COVID-19 April, May and June experiences were cancelled	
% of schools with Key Cultural Experiences that include full staff participation.	100%	100%, as planned, until March 12, 2020		
Areas of Strength for the region	Participating teachers have indicated an appreciation for the On-the-Land experiences for their students.			
Areas for Development for the region	Although schools ensure the full complement of teacher supervision at Indigenous Cultural Experience camps, there are still teachers reluctant to participate.			
Additional Comments for the region				
School Specific Performance	School	School Targets	Achieved Results	Explanation for difference

Indicators				
<p>Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)</p>	EJHS	<ul style="list-style-type: none"> District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> Additional experiences are at the discretion of the ILE committee in consultation with the RILE 	<p>As planned until March 12, 2020</p> <p>Experiences included:</p> <ul style="list-style-type: none"> Berry camp Bird camp Traditional Games Trapping and Earth Medicine Feeding the Fire Traditional sewing Feasting 	Due to COVID-19 pandemic
	ESJF	<ul style="list-style-type: none"> District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> Additional experiences are at the discretion of the ILE committee in consultation with the RILE 	<p>As planned until March 12, 2020</p> <p>Experiences included:</p> <ul style="list-style-type: none"> Winter Camp (fishing, trapping, clothing) Feeding the Fire Traditional sewing and feasting 	Due to COVID-19 pandemic
	EWMS	<ul style="list-style-type: none"> District coordinated Indigenous Culture Experience camps occur once/year 	<p>As planned until March 12, 2020</p> <p>Experiences included:</p> <ul style="list-style-type: none"> Traditional Games Trapping/fishing Earth Medicine 	Due to COVID-19 pandemic

		<p>for all grades according to the themes in <i>Dene Kede</i></p> <ul style="list-style-type: none"> • Additional experiences are at the discretion of the ILE committee in consultation with the RILE 	<ul style="list-style-type: none"> • Feeding the Fire • Traditional sewing and feasting 	
	MHS	<ul style="list-style-type: none"> • District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> • Additional experiences are at the discretion of the ILE committee in consultation with the RILE 	<p>As planned until March 12, 2020</p> <p>Experiences included:</p> <ul style="list-style-type: none"> • Berry camp • Bird camp • Traditional Games • Trapping and Earth Medicine • Feeding the Fire • Traditional sewing • Feasting 	Due to COVID-19 pandemic
	NJM	<ul style="list-style-type: none"> • District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> • Additional experiences are at the discretion of the ILE committee in 	<p>As planned until March 12, 2020</p> <p>Experiences included:</p> <ul style="list-style-type: none"> • Berry camp • Bird camp • Traditional Games • Trapping and Earth Medicine • Feeding the Fire • Traditional sewing • Feasting 	Due to COVID-19 pandemic

		consultation with the RILE		
	RLN	<ul style="list-style-type: none"> District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> Additional experiences are at the discretion of the ILE committee in consultation with the RILE 	<p>As planned until March 12, 2020</p> <p>Experiences included:</p> <ul style="list-style-type: none"> Berry camp Bird camp Traditional Games Trapping and Earth Medicine Feeding the Fire Traditional sewing Feasting 	Due to COVID-19 pandemic
Type of Key Cultural Experiences provided	EJHS	<p>District coordinated Indigenous Culture Experience camps:</p> <p>Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth Medicine</p> <p>The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited</p>	As planned until March 12, 2020	Due to COVID-19 pandemic

	ESJF	District coordinated Indigenous Culture Experience camp: Grade 9 – Winter Camp The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited	As planned until March 12, 2020	Due to COVID-19 pandemic
	EWMS	District coordinated Indigenous Culture Experience camps: Grade 6 – Moose Grade 7 – Fish Camp Grade 8 – Canoeing The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited	As planned until March 12, 2020	Due to COVID-19 pandemic
	MHS	District coordinated Indigenous Culture Experience camps: Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth	As planned until March 12, 2020	Due to COVID-19 pandemic

		<p>Medicine Grade 6 – Moose Grade 7 – Fish Camp Grade 8 – Canoeing The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited</p>		
	NJM	<p>District coordinated Indigenous Culture Experience camps: Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth Medicine The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited</p>	As planned until March 12, 2020	Due to COVID-19 pandemic
	RLN	<p>District coordinated Indigenous Culture Experience</p>	As planned until March 12, 2020	Due to COVID-19 pandemic

		<p>camps: Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth Medicine Grade 6 – Moose Grade 7 – Fish Camp Grade 8 – Canoeing The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited</p>		
<p>% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.</p>	EJHS	100%	100%, as planned, until March 12, 2020	
	ESJF	100%	100%, as planned, until March 12, 2020	
	EWMS	100%	100%, as planned, until March 12, 2020	
	MHS	100%	100%, as planned, until March 12, 2020	
	NJM	100%	100%, as planned, until March 12, 2020	

	RLN	100%	100%, as planned, until March 12, 2020	
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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.

<p>Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.</p>	<p>A vibrant Indigenous Language program not only benefits students but it also serves as a connection to the entire community. This highlights the critical need for effective and successful school language programming in which first-language speakers are intent on reclaiming their ancestral languages. The main location of language instruction at YK1 is from K to grade 8 at Mildred Hall School and grades 9 to 11 at École Sir John Franklin High School. Both schools are in the process of implementing the large-scale pilot program with the new <i>Our Languages</i> curriculum.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of Indigenous language resources being developed to support OLC.</p>	<ul style="list-style-type: none"> • On the land cultural language-based activities • Technology (use of language Apps) • Legends in a traditional language • Use of games, music, puppets etc. 	<p>As planned including: use of language apps by students in language classes, games developed out of language lessons</p>	
<p>Number of staff receiving training and support for development of Indigenous language resources.</p>	<p>8</p>	<p>8</p>	

Areas of Strength for the region	The neuro-linguistic approach is effectively being utilized as a pedagogical approach for delivery of the Wilhildeh language.
Areas for Development for the region	Continue to work towards building a cohesive, collaborative language instructional team.
Additional Comments for the region	

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	\$59,849	\$117,158	Additional funding provided through district level fundraising	\$95,769.53	<ul style="list-style-type: none"> “Elders Teas” to support language development Translation of resources to Wilłııdeh 	Due to the COVID-19 pandemic, the budgeted amount was not fully spent

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment Council/District Approved 2019-2020 Budget

Yellowknife Education Authority Statement of Operations - (Schedule 1) Annual Budget - Consolidated

	2019-2020 *Budget	2018-2019 Budget	2018-2019 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	29,055,450	27,992,844	28,106,648
French Language Contribution	422,000	500,000	422,000
Indigenous Language Contribution			69,000
SSI Contribution	123,000	123,000	123,000
Capital Contribution			
Total GNWT	29,600,450	28,615,844	28,720,648
Federal Government Jordan's Principal Property Tax Requisitioned	6,769,000	6,331,000	1,323,000 6,331,000
Other School Authorities:			
South Slave (French)	50,000	50,000	50,000
Dettah/Ndilo Superintendent Fees	57,500	57,500	57,500
Dettah Enrolment Transfer	60,000	154,000	184,825
Education Body Generated Funds	167,500	261,500	292,325
Rentals	380,000	380,000	380,000
School Fees			
Sales			
Investment Income	160,000	110,000	160,000
Other	20,000	140,000	160,000
Total Generated Funds	560,000	630,000	700,000
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	37,096,950	35,838,344	37,366,973
EXPENSES			
Administration (See schedule 2)	1,536,770	1,503,872	1,503,872
School Programs (See schedule 2)	24,234,446	23,376,306	23,276,306
Inclusive Schooling (See schedule 2 & 3)	6,732,650	6,480,631	8,010,260
Indigenous Languages and Education (See schedule 2 & 4)	1,219,761	1,281,304	1,350,304
Operations & Maintenance (See schedule 2)	3,175,823	3,358,270	3,558,270
Accommodations (Nordic Arms) (See schedule 2)	197,500	197,500	127,500
Transfers to Capital			
Debt Services			
Subtotal Expenses Before Amortization	37,096,950	36,197,883	37,826,512
ACCUMULATED SURPLUS (DEFICIT) BEFORE AMORTIZATION	(0)	(359,539)	(459,539)
Amortization	914,776		914,776
ANNUAL OPERATING SURPLUS (DEFICIT)	(914,776)	(359,539)	(1,374,315)
ACCUMULATED SURPLUS (DEFICIT) OPEN *			
ACCUMULATED SURPLUS (DEFICIT) CLOSE *			

Appendix C: Annual Report - Audited Financial Statements

Yellowknife District No.1 Education Authority

(Yellowknife Education District No. 1)

Financial Statements

June 30, 2020





Yellowknife District No. 1 Education Authority

(the "Authority")

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YELLOWKNIFE EDUCATION DISTRICT NO. 1
OF THE NORTHWEST TERRITORIES
ADMINISTRATION SCOLAIRE DE DISTRICT NO 1 DE YELLOWKNIFE
Box 788, Yellowknife, NT X1A 2N6
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yk1.nt.ca yk1@yk1.nt.ca

Management Discussion and Analysis

June 30, 2020

Introduction

Yellowknife Education District No. 1 (YK1) Administration:

Metro Huculak, Superintendent of Education/CEO
Ed Lippert, Assistant Superintendent
Tram Do, Director of Corporate Services

Current Board Members:

Tina Drew, Chairperson
Satish Garikaparthi, Vice Chairperson

Trustees:

Jay Butler
Terry Brookes
Al McDonald
Rajiv Rawat
John Stephenson

Active Committees include:

- Policy Committee
- Public Relations Committee
- Finance Committee

YK1 Strategic Directions

To ensure all students reach their highest level of learning by:

- Increasing success rate of early learners
- Consistently increasing the percentage of students working at grade level
- Increasing the percentage of students who successfully graduate or complete high school programs
- Increasing the success of all students reflecting the diversity of the student population
- Increasing student success in Mathematics and Science

To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner by:

- Maintaining a high level of satisfaction with our Inclusive Education Program
- Strengthening inclusive school communities
- Increasing the level of competence among teachers in their ability to deal with diverse needs

To ensure all students are engaged in Indigenous languages, perspectives and culture-based education by:

- Integrating culturally relevant learning into instructional programming
- Increasing the offerings of the Willìideh language
- Ensuring all schools reflect Indigenous Language and Culture
- Engaging all students in Indigenous cultural experiences
- Increasing the number of skilled instructors of Indigenous Language and Culture-based education
- Strengthening relationships with Indigenous communities

To ensure all students engage in healthy lifestyles and respectful, caring relationships by:

- Increasing student participation in physical activities
- Improving student involvement and participation in the Arts
- Increasing student awareness of nutrition and the importance of healthy food choices
- Promoting positive relationships, resiliency and good citizenship
- Increasing awareness and access to wellness and mental health activities

Operating Environment

YK1 operates six schools in the city of Yellowknife. The following lists key programming in our schools:

Mildred Hall School (JK-8)

- Mildred Hall School (MHS) is an English school which also offers Core French and Willııdeh language courses
- The school offers many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as mountain biking 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 also has a large garden where students grow vegetables that are used in the foods program
- 'Peacemakers', a peer leadership group in the school, promotes education surrounding bullying and bullying prevention
- MHS is also home to the Birchbark Discovery Centre, a community-based alternative education program for children in Grades 1 to 4, with room to expand in future school years.

N.J. Macpherson School (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

École J.H. Sissons (JK-5)

- École J.H. Sissons (EJHS) offers French Immersion programming
- Special programs include choir, musical theatre, afterschool athletic program and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess and choir
- EJHS celebrates diversity through various events during the year
- Students and staff participate in a 7-day annual French language and culture camp - 'Camp de neige' - at the Yellowknife Ski Club

École William McDonald Middle School (6-8)

- École William McDonald Middle School (EWMS) offers programming for Grades 6 to 8 in both English and French Immersion
- Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8, and Core French - Grade 6 to 8
- 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
- Special multiple-day camps available for Grade 8 students such as Camp Akaitcho and Hidden Lake Canoe Trip

Range Lake North School (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 School (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
- RLN has an active and involved Parent Advisory Committee who organize their largest fundraiser, Family Fun Night in the spring. Proceeds support RLN student activities

École Sir John Franklin High School (9-12)

- École Sir John Franklin High School (ESJF) offers programming from Grades 9 to 12 in both English and French Immersion
- Core French and Post-Intensive French are offered from Grades 9 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 and esthetics
- ESJF offers Indigenous culture programming and camps including Wiilideh language instruction
- The school has a successful Sports Academy and several extracurricular 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
- The school offers many opportunities for students to travel abroad for volunteering, scuba club trips and a French Immersion trip
- Night classes are also available

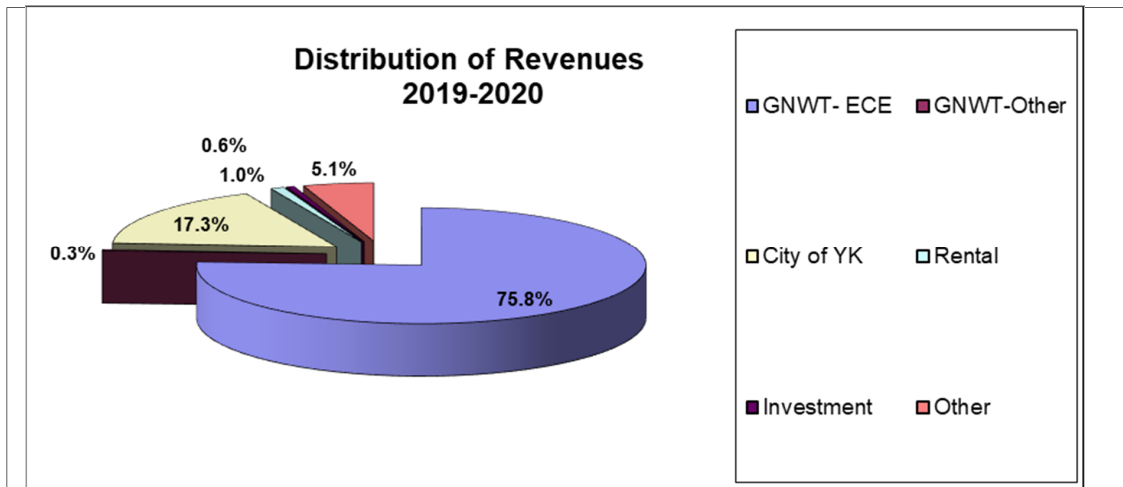
Route 51 Learning:

Route 51 Learning Institute is an alternate high school program, which offers:

- a flexible schedule designed to accommodate students
- credits for work experience
- smaller student-to-teacher ratio, and students can focus on one course at a time

Financial Condition

Revenues

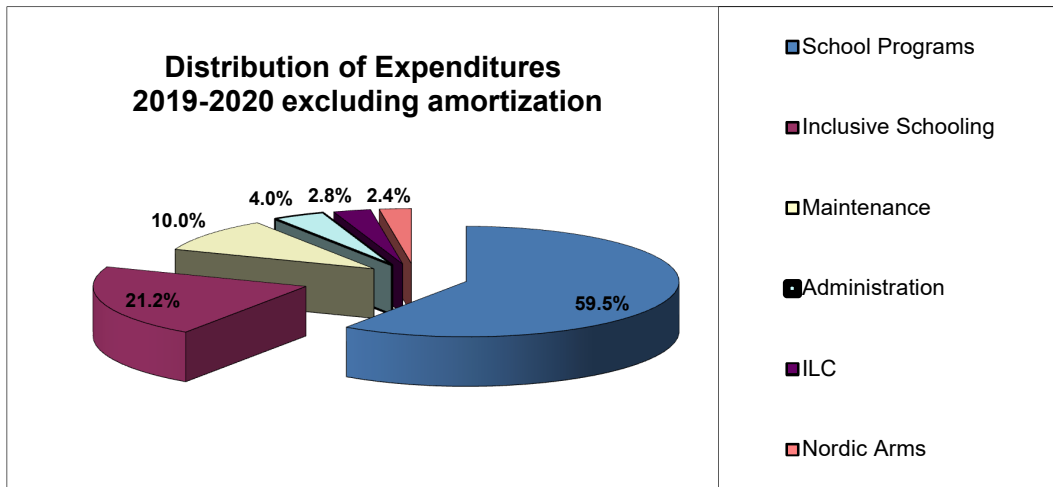


Revenues

GNWT- ECE	29,827,681
GNWT-Other	109,305
City of YK (Property Taxation)	6,795,185
Rental	383,400
Investment	223,352
Other (Jordan's Principle-\$1,723,483)	1,993,146
Total Revenues	39,332,109

Funding from the Department of Education, Culture and Employment (ECE) makes up 75.8% of YK1's revenues. Property taxation revenue is 17.3% and the remainder is generated from investment income, Nordic Arms apartment rentals, superintendent services, Other Revenue, which includes Jordan Principle Federal Funding, various contributions for food programs, and parking lot rentals.

Expenses



Expenses (excluding amortization)

School Programs	23,189,831
Inclusive Schooling	8,273,598
Operations & Maintenance	3,885,122
Administration	1,560,199
Indigenous Language & Culture	1,104,372
Accommodation(Nordic Arms)	947,014
Total Expenses	<u><u>38,960,136</u></u>

Expenditure allocations is based on the Department of Education, Culture and Employment's funding formula. 83.5% of expenditures consist of school programs (59.5%), Inclusive Schooling (21.2%) and Indigenous Language and Culture (2.8%) which directly related to schools.

Unrestricted Surpluses

The accumulated operating surplus is the overall operations of the district, the decentralized surplus is school based expenditures, and capital surplus is for major capital expenditures, Pellet Boiler reserve is 25% of the project costs as per the condition of the Green House Gas Reduction Grant for the installation of new pellet boilers for Range Lake North School and Mildred Hall School to be completed by March 2022. The GHG grant received will pay for the remainder 75% of the project costs estimated to be \$1,050,000.

Surplus	2019/2020	2018/2019	Change
Operating	385,842	444,854	-59,012
Capital	904,165	904,165	0
Pellet Boiler	350,000	0	+350,000
Decentralized(Schools)	348,497	365,440	-16,943
<hr/>			
Total Accumulated Surplus	1,988,504	1,714,459	+274,045
<hr/>			
Unfunded by ECE :			
Leave and Termination Benefits	1,611,927	1,720,878	-108,951
	3,600,431	3,435,377	+165,094

The accumulated operating surplus decreased by \$59,012 and the decentralized surplus decreased by \$16,943, the addition of the Pellet Boiler Reserve by \$350,000, the total change is an overall increase of \$274,045. The overall unrestricted surplus is 5.2% (\$1,988,504/\$38,127,684) of total 2020/2021 budgeted expenditures excluding amortization.

The accumulated unrestricted surplus has enabled YK1 to maintain quality programming for students and plan for the reduction of Green House Gas emissions with the pellet boiler project for Range lake North School and Mildred Hall School.

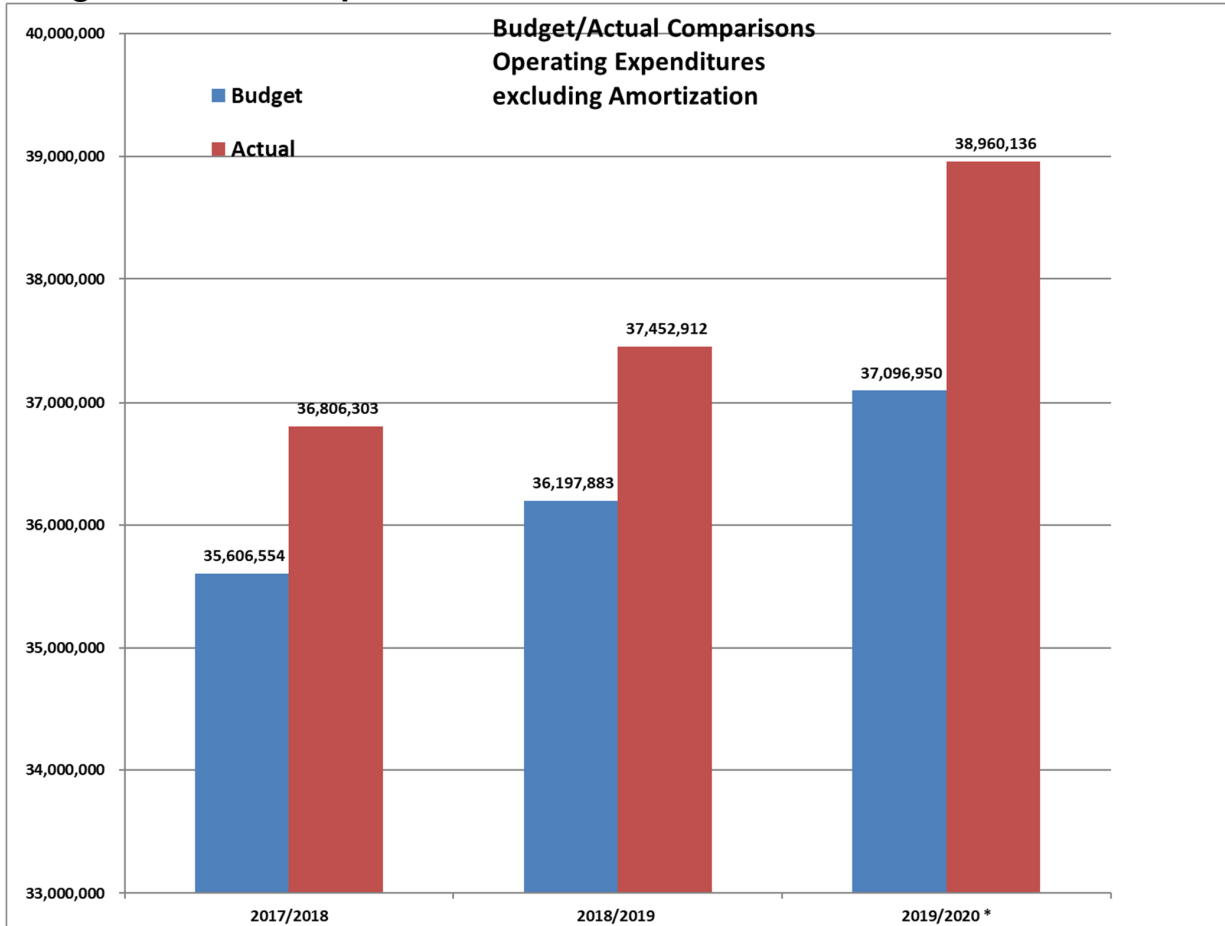
Restricted Reserves

The Department of Education, Culture and Employment has agreed to allow YK1 to maintain the unspent utility funding to be used for conversion of current lighting to LED lighting in the schools and minor capital expenditures. LED lights can save 30% or more on energy costs. ECE has agreed to allow YK1 to keep all utilities savings to be reinvested into minor capital projects or LED lighting upgrades. For the 2019/2020 school year, the Department of Infrastructure did not invoice YK1 for the cost of piped Pellet Boiler heat from Ecole Allain St. Cyr. This resulted in additional utility savings which added to the LED reserve \$97,928. For 2020/2021 School year, we are planning to replace all of the WMS lighting to LED. The contract to replace the LED lights at WMS has been awarded to Ryfan Electric.

YK1 has completed the LED light conversion for all outdoor lights, emergency exit lights, and gymnasium lights at schools and buildings. YK1 is planning to continue with LED lights conversion for EWMS, MHS, NJM, RLN & SJF.

LED Restricted	2020/2021	2018/2019	Change
Beginning Balance	255,651	352,796	-97,145
Utility Savings	+97,928		+97,928
Utility Shortfall/ LED Projects		-97,145	+97,145
Total LED Reserve	353,579	255,651	+97,928

Budget/Actual Comparisons



* Difference mainly due to Jordan Principle Revenue of \$1,723,483

YK1 revenues are higher than budget by \$2,235,159 due to:

- ECE regular contributions revenues higher by \$227,231 due to Funding for the UNW retroactive funding based for USW staff wages and French language resources \$62,850.
- GNWT Other Contributions revenue is from Department of Municipal and Community Affairs (MACA) for Active After School \$91,800, Department of Health and Social Services for Drop the Pop Campaign \$8,505 in schools, and Department of Environment and Natural Resources for Compost Program \$8,000.
- Portfolio Investment income higher by \$63,352 from previous years' due to interest rate increases
- Other Revenue is higher mainly due to Jordan' Principle Funding from the Federal Government for a total of \$2,337,935 of that the schools spent \$1,723,483, the remainder of \$614,451 is carried over to school year 2020/2021. This is mainly due to school shutting down in March due to COVID19.

o Carry-over from 2019	\$413,974
o Approval in 2019/2020	<u>1,923,961</u>
o Total Available	2,337,935
o Expenditures 2019/2020	<u>-1,723,483</u>
o Carry-over 2020/2021	\$614,451

- Other income also consists of \$38,910 in cheque donations for our COVID19 Food program for families through the distribution of grocery gift cards. Gift card donations total \$14,500 for a total of \$53,410

o Breakfast club of Canada	\$12,310
o Food First Foundation	18,000
o Rotary (United Way of YK)	7,500
o Canadian Tire	1,000
o Personal Donation	<u>100</u>
Total Cheque donation	\$38,910
In Kind Co-op Gift Card donations	500
In Kind Food First Gift Card donation	<u>14,000</u>
Total Donations for food for families	\$53,410

YK1 expenses variance highlights are:

- School Programs has a positive variance of \$1,155,203 due to a decrease in average salaries of teachers, unstaffed positions, bus contract savings due to no bussing once schools shut down in March. Substitute costs savings due to shutting down in March and lower costs for maternity leaves.
- Inclusive Schooling costs are higher than budget due to an increase in Jordan Principle costs of \$1,723,483, which are coded under Inclusive Education.
- Staff Accommodations expenses increased by \$752,250 due to an environmental liability accrual for future hazardous material abatement for Nordic Arms Apartment building as identified in the report from Associated Environmental and Kasteel Construction.
- Indigenous Language/Cultural programs costs are lower than budget due to shutting down schools in March. Many of the cultural camps and on the land activities planned were cancelled. Unused ECE funding of \$93,522 is deferred until next school year.
- Operations and Maintenance costs are higher by \$709,299 due to:
 - o Insurance costs higher by \$373,000 due to increase in insurance premiums;
 - o Mildred Hall School Parking Lot redesign and paving costs \$68,392;
 - o Mildred Hall School Boiler \$79,353;
 - o Increase in Hazardous materials liability for future abatement cost of schools \$68,713;
- Capital purchases for the year include a new boiler for Mildred Hall School (\$79,354), and new computer servers at all schools (\$138,736) and locations, which total \$218,090.

Yellowknife Education District No.1	Enrolment		Teachers/		Pupil/Teacher ratio	
	K-12	JK	Admin	Early Childhood Instructors	K-12	JK
	Sep-19	Sep-19	K-12	JK	K-12	JK
School						
Mildred Hall School	265.50	21.00	17.00	2.00	15.62	10.50
JH Sissons	275.50	45.00	17.50	4.00	15.74	11.25
William McDonald School	245.00		16.75		14.63	
NJ Macpherson School	320.00	63.50	18.00	6.00	17.78	10.58
Range Lake North School	242.00	17.00	15.50	2.00	15.61	8.50
Sir John Franklin High School	648.00		33.47		19.36	
Total District	1,996.0	146.5	118.22	14.00	16.88	10.46

Overall enrolment for September 2019 is 2142.50, an increase of 40.20 full time equivalent (FTE) students from September 2018.

Summary and Outlook

In 2019-2020, YK1 faced a number of challenges and made important decisions related to the École J.H. Sissons Project. YK1 is part of the Steering Committee for the project, which also has representation from the Department of Education, Culture, and Employment and the Department of Infrastructure. With the help of its partners, YK1 released a student accommodation plan for the duration of construction (expected 2020-2022) in December 2019. Now that the school year is done, learning materials and resources from EJHS have been packed up and moved to EWMS, which will become a JK-7 for the next two years (with Grade 8 students moving to ESJF). The demolition of EJHS is scheduled for the summer of 2020.

Working with The Department of Education and the Department of Infrastructure to plan the EWMS roof replacement (August 2020) and the mold abatement (July 2019)

The completion of the Mildred Hall School Parking lot and drop off.

The replacement of a boiler at Mildred Hall School.

The replacement of all information Technology computer servers at all school and district office.

Despite these challenges, the Board looks back proudly at their achievements and successes over the past year:

- YK1 continued to work with the community to enrich student development by facilitating new learning opportunities, including:
 - Elders in school programs
 - Artists and musician visits
 - Workshops and field trips to various Yellowknife establishments
- All YK1 schools continued to offer food programs, which included breakfast, lunch and snacks for students who need that support.
- At the start of COVID19 and after schools shut down, YK1 principals were giving out grocery gift cards to families of students that would normally partake in the breakfast and lunch programs provided by schools.
- Parent meetings were held throughout the school year so that parents and stakeholders could provide feedback on the École J.H. Sissons Project.

Foreseeable Challenges for 2020-2021

- Continuing to navigate the COVID-19 pandemic and adhering to public health recommendations issued by the Office of the Chief Public Health Officer. District Office and school staff must plan diligently so that staff and students can return to schools safely in the fall. Re-entry plans have already been submitted for approval. Important factors to consider include additional physical distancing guidelines, engineering recommendations, administrative recommendations, infection prevention and control and the provision of personal protective equipment. This could result in added pressures for staff and students, whose safety must always remain our top priority. YK1 will also incur more expenses to provide these safety measures, which could also prove challenging for our school district. Other considerations include protocols for staff and students who become ill, self-isolation requirements, reporting and assessing and supporting vulnerable families among many others.
- Accommodating EJHS students at EWMS, which will become a JK-7 school while YK1's new school is built (anticipated build 2020-2022).
- Planning and preparing for a potential Trustee election in the fall of 2021, which would be out of sync with the next municipal election. YK1 has lobbied the territorial government since 2018 to synchronize our election with the City's so that we can save significantly on enumeration, promotion and coordination costs.
- YK1 insurance providers Alberta School Boards Insurance Exchange ASBIE has been dissolved as of June 1, 2020. YK1 will be contracting Lloyd Sadd Insurance Brokers to be the insurance providers for YK1 after October 2021.
- Yellowknife Catholic Schools (YCS) and YK1 will be issuing a request for proposal for bussing services for the 2022 school year in early 2021.
- The Department of Health and Social Services will be providing Counsellors to YK1 schools. There are 7 CYCC Counsellors that will be providing counseling services to our students. We have lost funding for the Counsellors positions in our regular funding from the Department of Education.



Yellowknife District No. 1 Education Authority

(the "Authority")

Management Responsibility for Financial Reporting

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

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

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Yellowknife District No. 1 Education Authority have been conducted within the statutory powers of the Authority. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Authority's Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

Ed Lippert
Superintendent
Yellowknife District No. 1 Education Authority

Tram Do
Director of Corporate Services
Yellowknife District No. 1 Education Authority

Independent Auditors' Report

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

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the statement of financial position as at June 30, 2020, statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2020, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the financial statements and our auditors' report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independent Auditors' Report (Continued)

Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditors' Report (Continued)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Report on Compliance with Specified Authorities

In conjunction with the audit of the financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authority against which compliance was audited is the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

**Yellowknife, Northwest Territories
September 8, 2020**

Chartered Professional Accountants



Yellowknife District No. 1 Education Authority

(the "Authority")

Statement of Financial Position

Statement 1

As at June 30,	2020	2019
	\$	\$
FINANCIAL ASSETS		
Cash (Note 4)	7,907,990	5,291,918
Portfolio Investments (Note 7)	2,126,244	4,126,915
Accounts Receivable (Note 8)	77,368	276,213
Due from Government of Canada (Note 13)	593,158	102,327
	10,704,760	9,797,373
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	596,306	390,290
Payroll Liabilities (Note 10)	4,574,092	5,134,148
Vacation Payable (Note 10)	284,711	204,094
Deferred Revenue (Note 11)	711,444	450,014
Leave and Termination Benefits (Note 17)	1,611,927	1,720,878
Environmental Liabilities (Note 35)	935,901	110,938
	8,714,381	8,010,362
NET FINANCIAL ASSETS	1,990,379	1,787,011
NON-FINANCIAL ASSETS		
Inventories (Note 9)	-	58,766
Tangible Capital Assets (Note 19)	11,145,713	11,872,352
Prepaid Expenses (Note 20)	351,704	124,333
	11,497,417	12,055,451
ACCUMULATED SURPLUS (Note 36)	13,487,796	13,842,462
Represented by:		
Operating Fund	385,842	444,854
Investment in Tangible Capital Assets	11,145,713	11,872,352
Decentralized Surplus	348,497	365,440
Pellet Boiler Reserve	350,000	-
Capital Fund Reserve	904,165	904,165
LED Reserve	353,579	255,651
	13,487,796	13,842,462

Contractual Obligations (Note 22), Contingencies (Note 23)

Approved on behalf of the board:

Trustee Jina Drew

Trustee Sateh Gh



Yellowknife District No. 1 Education Authority

(the "Authority")

Statement of Operations

Statement 2

For the year ended June 30,	2020 Budget \$	2020 Actual \$	2019 Actual \$
REVENUE			
Government of the Northwest Territories			
Regular contributions	29,055,450	29,219,831	28,180,648
Other contributions	123,000	123,000	130,000
Indigenous languages	-	-	69,000
French revenue	422,000	484,850	499,250
Total ECE (Note 31)	29,600,450	29,827,681	28,878,898
GNWT other contributions (Note 32)	-	109,305	141,610
Government of Canada - Jordan's Principle	-	1,723,483	909,680
Other education bodies	167,500	190,020	246,267
Property tax requisitioned	6,769,000	6,795,185	6,339,311
Education authority generated funds			
Rental income	380,000	383,440	386,115
Portfolio investment income	160,000	223,352	206,865
Other	20,000	79,643	159,242
	560,000	686,435	752,222
Total revenue	37,096,950	39,332,109	37,267,988
EXPENDITURES			
School programs	24,345,034	23,189,831	23,405,977
Inclusive schooling	6,622,062	8,273,598	7,521,033
Staff accommodations	197,500	947,014	121,865
Operations and maintenance	3,175,823	3,885,122	3,661,354
Administration	1,536,770	1,560,199	1,532,144
Indigenous language/cultural programs	1,219,761	1,104,372	1,210,539
Amortization	914,776	944,729	943,984
Total operating expenditures	38,011,726	39,904,865	38,396,896
Operating deficit before other items	(914,776)	(572,756)	(1,128,908)
Other items			
Grant in-kind - GNWT assets provided at no cost (Note 21)	-	99,712	45,843
Rent expense - GNWT assets provided at no cost (Note 21)	-	(99,712)	(45,843)
Transfer to tangible capital assets	-	218,090	72,881
Operating deficit	(914,776)	(354,666)	(1,056,027)
Opening accumulated surplus	13,842,462	13,842,462	14,898,489
Closing accumulated surplus	12,927,686	13,487,796	13,842,462



Yellowknife District No. 1 Education Authority

(the "Authority")

Statement of Changes in Net Financial Assets

Statement 3

For the ended June 30,	2020 Budget \$	2020 Actual \$	2019 Actual \$
Operating deficit	(914,776)	(354,666)	(1,056,027)
Acquisition of tangible capital assets	-	(218,090)	(72,881)
Amortization of tangible capital assets	-	944,729	943,984
	(914,776)	371,973	(184,924)
Acquisition of supplies inventories	-	-	(58,766)
Consumption of supplies inventories	-	58,766	28,406
Purchase of prepaid expenses	-	(351,704)	(124,333)
Use of prepaid expenses	-	124,333	96,832
	-	(168,605)	(57,861)
Increase (decrease) in net financial assets	(914,776)	203,368	(242,785)
Net financial asset at beginning of year	1,787,011	1,787,011	2,029,796
Net financial asset at end of year	872,235	1,990,379	1,787,011

**Yellowknife District No. 1 Education Authority**

(the "Authority")

Statement of Cash Flows**Statement 4**

For the year ended June 30,	2020	2019
	\$	\$
OPERATING TRANSACTIONS		
Operating deficit	(354,666)	(1,056,027)
Item not affecting cash:		
Amortization	944,729	943,984
Changes in non-cash assets and liabilities		
Decrease in due from Government of Canada	198,845	20,038
Decrease (increase) in accounts receivable	(490,831)	1,021,443
Increase (decrease) in accounts payable	206,016	(83,652)
Increase (decrease) in payroll liabilities	(560,056)	434,838
Increase in environmental liabilities	824,963	-
Decrease in leave and termination benefits	(108,951)	69,855
Increase (decrease) in vacation payable	80,617	(73,646)
Increase in deferred revenue	261,430	305,014
Increase prepaid expenses	(227,371)	(27,505)
Decrease (increase) in inventories	58,766	(30,360)
CASH PROVIDED BY OPERATING TRANSACTIONS	833,491	1,523,982
INVESTING TRANSACTIONS		
Disposition of portfolio investments	2,000,671	933,900
CASH PROVIDED BY INVESTING TRANSACTIONS	2,000,671	933,900
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	(218,090)	(72,881)
CASH USED FOR CAPITAL TRANSACTIONS	(218,090)	(72,881)
INCREASE IN CASH	2,616,072	2,385,001
CASH AT BEGINNING OF YEAR	5,291,918	2,906,917
CASH AT END OF YEAR	7,907,990	5,291,918



Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Expenditures

Statement 5

For the year ended June 30,	School Programs	Inclusive Schooling	Staff Accommodation	Operations and Maintenance	Administration	Indigenous Languages	Transfer and Other	Total 2020	Budget 2020	Total 2019
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
SALARIES										
Honoraria	-	-	-	-	73,608	77,040	-	150,648	79,668	143,164
Instructional assistants	1,214,577	2,754,814	-	-	-	178,395	-	4,147,786	3,771,615	3,855,584
Non-instructional staff	2,095,414	-	-	525,054	1,070,483	300	-	3,691,251	3,653,679	3,745,082
Teachers	13,784,324	3,726,378	-	-	-	550,248	-	18,060,950	19,053,120	18,043,153
	17,094,315	6,481,192	-	525,054	1,144,091	805,983	-	26,050,635	26,558,082	25,786,983
EMPLOYEE BENEFITS										
Employee benefits/allowances	3,170,314	1,209,171	-	98,756	176,928	142,391	-	4,797,560	4,205,139	4,794,328
Leave and termination benefits	(95,553)	-	-	-	-	-	-	(95,553)	-	69,855
	3,074,761	1,209,171	-	98,756	176,928	142,391	-	4,702,007	4,205,139	4,864,183
SERVICES PURCHASED										
Advertising and printing	-	-	-	-	18,951	-	-	18,951	45,800	36,255
Communication	68,480	3,675	-	8,724	49,128	-	-	130,007	97,500	111,856
Contracted services	411,388	287,658	-	735,541	-	57,389	-	1,491,976	803,201	1,027,366
Maintenance and repairs	138,136	6,850	811,370	708,577	2,390	-	-	1,667,323	653,573	848,441
Other	159,074	-	-	-	119,625	-	-	278,699	306,500	248,930
Professional and technical	414,662	46,465	-	21,772	24,199	36,838	-	543,936	501,465	591,225
Rentals and leases	79,245	-	-	-	3,633	-	-	82,878	170,500	146,708
Student transportation	386,993	17,897	-	-	-	6,472	-	411,362	490,000	524,794
Travel	222,167	1,383	-	-	-	53	-	223,603	155,000	103,910
Utilities										
Heating	-	-	59,265	683,265	-	-	-	742,530	760,395	828,469
Electricity	-	-	37,842	918,566	-	-	-	956,408	924,000	1,019,158
Water/Sewage	-	-	37,051	183,329	-	-	-	220,380	185,000	208,262
	1,880,145	363,928	945,528	3,259,774	217,926	100,752	-	6,768,053	5,092,934	5,695,374
MATERIALS										
Awards and student events	4,450	-	-	-	7,265	-	-	11,715	26,000	44,228
Freight	5,304	-	-	1,101	-	-	-	6,405	23,200	7,757
Materials and supplies	1,130,856	219,307	1,486	437	13,989	55,246	-	1,421,321	1,191,595	1,054,387
	1,140,610	219,307	1,486	1,538	21,254	55,246	-	1,439,441	1,240,795	1,106,372
AMORTIZATION										
	-	-	-	-	-	-	944,729	944,729	914,776	943,984
Total operating expenditures	23,189,831	8,273,598	947,014	3,885,122	1,560,199	1,104,372	944,729	39,904,865	38,011,726	38,396,896



Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Inclusive Schooling Expenditures

Statement 6

For the year ended June 30,	General Inclusive Schooling \$	Staff Development (SSI) \$	Assistive Technology \$	Magnet Facilities \$	Jordan's Principle \$	Total 2020 \$
SALARIES						
Regional Coordinator	267,550	-	-	-	-	267,550
Program support teachers/counsellors	2,249,792	-	-	487,286	487,563	3,224,641
Support assistants	1,992,790	24,978	-	52,079	919,154	2,989,001
	4,510,132	24,978	-	539,365	1,406,717	6,481,192
EMPLOYEE BENEFITS	861,177	-	-	101,097	246,897	1,209,171
STAFF DEVELOPMENT (INCLUDING TRAVEL)						
	182,533	98,022	-	-	-	280,555
SERVICES PURCHASED						
Professional and technical	3,675	-	-	-	54,340	58,015
Other contracted services	12,696	-	-	-	-	12,696
	16,371	-	-	-	54,340	70,711
MATERIALS						
Materials and supplies	37,535	-	155,866	23,039	15,529	231,969
Total operating expenditures	5,607,748	123,000	155,866	663,501	1,723,483	8,273,598



Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Indigenous Language and Culture-Based Education Expenditures

Statement 7

For the year ended June 30,	Indigenous Education \$	Our Languages Curriculum Resource Development \$	Community Support \$	Total 2020 \$
SALARIES				
Regional ILE Coordinators	122,736	-	-	122,736
Indigenous Language Instruction	183,111	75,902	-	259,013
Cultural Resource Staff	275,854	-	57,336	333,190
Elders in Schools	-	-	91,044	91,044
	581,701	75,902	148,380	805,983
EMPLOYEE BENEFITS				
	109,576	16,917	15,898	142,391
SERVICES PURCHASED				
Professional/Technical Services	38,170	9,206	74,552	121,928
Student Transportation (Busing)	-	-	6,470	6,470
Other Contracted Services	545	-	14,746	15,291
	38,715	9,206	95,768	143,689
MATERIAL				
Materials	12,309	-	-	12,309
TOTAL	742,301	102,025	260,046	1,104,372



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 8

French Language Program

BILATERAL AGREEMENT FUNDING

For the year ended June 30, 2020

	Contribution from the Department \$	Commitment from the Authority \$	Expenses \$	Over (under) funding \$
Teacher Assistants (Salary)	35,000	35,000	84,402	(14,402)
Literacy Coach (Salary)	70,000	55,000	144,015	(19,015)
Intensive & PIF (Salary)	70,000	230,000	614,845	(314,845)
PIF (Elective courses at SJF)	12,000	1,000	10,811	2,189
Special Projects				
French Camps	35,000	7,000	23,654	18,346
Assessment, Intensive French	35,000	5,000	24,966	15,034
French Resources	40,000	5,000	46,250	(1,250)
Cultural Activities	12,000	6,000	20,162	(2,162)
Professional Development	33,000	10,000	33,335	9,665
Consultant	80,000	140,000	192,884	27,116
Total	422,000	494,000	1,195,324	(279,324)



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 9

Student Success Initiative Projects

For the year ended June 30,

**2020
\$**

Revenue

Government of the Northwest Territories

123,000

Total revenue

123,000

Expenses

Salaries/Wages

Facilitator fees (including per diems)

1,383

Substitute teacher wages

24,978

Staff PD and miscellaneous

87,960

Total expenses

114,321

Surplus

8,679



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 10

Jordan's Principle

June 30, 2020 Budget	June 30, 2020 Actual	June 30,2019 Actual	July 2019 to March 2020 Actual	April 2020 to June 2020 Actual
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Revenue

Government of Canada				
- First Nation and Inuit Health Branch	1,923,961	1,923,961	1,230,302	1,923,961
Carry Forward from Previous Year	413,974	413,974	93,350	413,974
Total Revenue	2,337,935	2,337,935	1,323,652	2,337,935

Expenses

Administration	-	-	-	-
Personnel	2,185,541	1,653,614	714,153	983,387
Transportation (Bus)	-	-	75,071	-
Materials and Supplies	19,987	15,529	32,158	15,529
Rent and Utilities	-	-	-	-
Evaluation	45,700	8,840	36,100	5,400
Speech	22,800	16,593	35,821	12,393
Tutoring Service	31,723	3,407	-	3,407
After School Care	23,625	25,500	16,375	25,500
Other	8,559	-	-	-
Total Expenses	2,337,935	1,723,483	909,678	1,045,617

Net Surplus/(Deficit)

-	614,452	413,974		614,452
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Deferred Revenue

-	614,452	413,974		614,452
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June 30, 2020

1. Nature of the Organization

The Yellowknife District No. 1 Education Authority (the "Authority"), was established by the *Education Act* of the Government of the Northwest Territories ("GNWT"). Its purpose is to administer and maintain the standards of education programs defined under the *Education Act* in the City of Yellowknife.

The Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees ("the Board") has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Authority includes all aspects of operation and management relating to Public Education within the boundaries of the City of Yellowknife. The Board is the lowest (and sole) level of government exercising oversight responsibility. The financial statements of the Authority are not included in the financial statements of the City of Yellowknife as the Authority trustees are a separate governing body that is not under the control of the City of Yellowknife. The City of Yellowknife, however, does collect and remit property taxes requisitioned by the Board.

2. Significant Accounting Policies

a) Basis of Accounting

The financial statements of the Authority have been prepared in accordance with Canadian public sector accounting standards as recommended by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada.

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

b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.



June 30, 2020

2. Significant Accounting Policies (Continued)

c) Financial Instruments

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

Financial assets measured at amortized cost include cash, portfolio investments, accounts receivable and due from Government of Canada.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, and payroll liabilities.

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

d) Non-financial Assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the normal course of operations. The change in non-financial assets during the year, together with the excess of revenues over expenses, provides the change in net financial assets for the year.



June 30, 2020

2. Significant Accounting Policies (Continued)

e) Tangible Capital Assets

Tangible capital assets with a cost lower than a threshold value of \$50,000 will be expensed in the year of acquisition or amortized at a rate of 100%. Assets with an acquisition value more than \$50,000 are capitalized and amortized using the straight-line method.

Asset Category	Amortization Period:
Land and improvements	Indefinite
School and Other Buildings	40 years
Equipment and furnishings	4 - 10 years

All capital facilities planning and construction undertaken by the Authority, excluding the Administration Building and Nordic Arms, are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year end, are recorded as deferred revenue.

The GNWT retains ownership of some tangible capital assets used by the Authority. These assets are used by the Authority and held on behalf of, or in trust for, the GNWT are not recognized by the Authority in the financial statements.

The statement of operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue.



June 30, 2020

2. Significant Accounting Policies (Continued)

f) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular Contributions:

The regular contributions from the Government of the Northwest Territories (GNWT) is determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the Government of the Northwest Territories.



June 30, 2020

2. Significant Accounting Policies (Continued)

Local Tax Revenue:

The *Education Act of the Northwest Territories*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenue, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. This requisitioned amount is one portion of the property tax paid annually by property owners. The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the Authority and is responsible for the collection of taxes.

Other Contributions:

The Authority follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenue in the year in which the related expenses are incurred.

Revenue from rentals is earned as the facilities are used. Other revenue is recorded as the service is provided and receipt is reasonably assured.

Deferred Revenue:

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

Investment Income:

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



June 30, 2020

2. Significant Accounting Policies (Continued)

School Generated Funds

School generated funds are generated at the school level from fundraising, and used in a number of different ways to enhance the development of educational activities and to support school initiatives. The school generated funds are internally restricted as to purpose, and may include the proceeds of fundraising, contributions or fees paid to a specific planned benefit. Examples might include student trips or funds specifically designated for the purchase of equipment or materials required to support an activity. The balances of school generated funds are not included in the audited financial statements.

A summary of school generated funds administered by the Authority is disclosed in Note 38.

g) Budget Data

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

The final priorities and funding allocations are determined by the Board of Trustees at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget.

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

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

This annual budget includes estimates of revenue and expenditures for the Operating fund surplus (deficit) along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Board.

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the the original Minister approved budget for the school year. Schools carry forward surplus or deficit amounts from their school budgets.



June 30, 2020

2. Significant Accounting Policies (Continued)

h) Measurement Uncertainty

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

i) Inventories Including Materials and Supplies

Supplies inventory held for consumption or use are recorded at the lower of historical cost and replacement cost.

j) Payroll Liabilities

Payroll costs for teachers are accrued for July and August.

k) Post-employment benefits, compensated absences and termination benefits

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

l) Expenditures

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



June 30, 2020

2. Significant Accounting Policies (Continued)

m) Foreign Currency Translation

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

n) Fund Accounting

The Authority uses fund accounting to separate transactions between its Operating fund surplus, Investment in tangible capital assets, decentralized surplus, capital fund reserve and the LED reserve, and the Pellet Boiler reserve.

Operating Fund Surplus

The Operating fund surplus is the general operating fund of the Authority in which all transactions concerned with current operations are recorded. Substantially all territorial, local (primarily property tax), and other operating revenue is accounted for in the Operating fund surplus. In accordance with accounting principles that are considered appropriate for organizations of this type, tangible capital assets acquired and debenture debt repayment that are financed with operating funds are treated as expenditures in the Operating fund surplus and then transferred to the Investment in tangible capital asset fund. The Operating fund also accounts for expenditures and contributions to or from other funds (transfers) which provide for day-to-day operations. In summary, the Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized budget accumulated surplus.

Investment in Tangible Capital Assets

Investment in tangible capital assets is used to account for financial transactions related to the acquisition of tangible capital assets in excess of \$50,000.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to Investment in tangible capital assets. This results in a corresponding increase in the equity in tangible capital assets.



June 30, 2020

2. Significant Accounting Policies (Continued)

Capital Fund Reserve

The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the district assets.

LED Reserve

The LED Lights Reserve represents the unspent portion of the ECE's utility funding since the 2014/2015 school year as a result of lower fuel costs. The reserve funds will be used for the Authority to convert current lights to LED lights which are expected to result in a decrease of at least 30% in electricity costs.

Decentralized Surplus

The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school.

Pellet Boiler Reserve

The Pellet Boiler Reserve is the 25% (\$350,000) of the estimated cost of the installation of pellet boilers for Mildred Hall School and Range Lake North School. The Authority is approved for the Green House Gas (GHG) Grant program, which will contribute \$1,050,000 or 75% of the eligible expenditures, whichever amount is less to the installation of the two pellet boilers. The pellet boilers once installed will help to reduce green house gas emissions, which is a condition of the grant.

o) Inter-entity transactions

Inter-entity transactions are transactions between commonly controlled entities and GNWT departments.

Inter-entity transactions are recorded at the exchange amount when they are undertaken on similar terms and conditions to those adopted if the entities were dealing at arm's length.



June 30, 2020

2. Significant Accounting Policies (Continued)

p) Related parties

The Authority initially measures related party balances in accordance with the substance of the transactions that gave rise to them. The Authority subsequently measures related party balances in accordance with the Authority's policies for financial instruments, as set out in note (c). The Authority is related in terms of common control to all Government of the Northwest Territories departments, board and agencies.

The Authority enters into transactions with these entities in the normal course of business and are measured at the exchange amount which is the amount of consideration established and agreed to by the related parties.

3. Future Accounting Changes and Adoption of New Accounting Standards

Effective July 1, 2022, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the consolidated financial statements is currently being assessed.

4. Cash

	2020	2019
	\$	\$
Cash	7,907,990	5,291,918

The cash is held in a bank account with RBC and is invested with the GNWT's investment pool.

5. Special Purpose Funds

The Authority does not have special purpose funds.

6. Restricted Assets

The Authority does not have restricted assets.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2020

7. Portfolio Investments

	2020	2019
	\$	\$
RBC Dominion Securities Investment 1		
Balance at June 30	-	1,013,356
Dollar Value of Interest earned	-	13,356
Cost of Investment	-	1,000,000
Market Value	-	1,013,356
Balance at March 31	-	1,008,162
Date Purchased: 6 November 2017		
Term of Investment: 2 years		
Maturity Date: 6 November 2019		
Annual Interest Rate: 2.092%		

	2020	2019
	\$	\$
CIBC Wood Gundy Investment 1		
Balance at June 30	2,126,244	2,067,160
Dollar Value of Interest earned	126,244	67,160
Cost of Investment	2,000,000	2,000,000
Market Value	2,126,244	2,067,160
Balance at March 31	2,111,394	2,052,728
Date Purchased: 26 April 2018		
Term of Investment: 3 Years		
Maturity Date: 27 April 2021		
Annual Interest Rate: 2.85%		

	2020	2019
	\$	\$
CIBC Wood Gundy Investment 2		
Balance at June 30	-	1,046,399
Dollar Value of Interest earned	-	46,399
Cost of Investment	-	1,000,000
Market Value	-	1,046,399
Balance at March 31	-	1,041,883
Date Purchased: 15 June 2017		
Term of Investment: 29 months		
Maturity Date: 18 November 2019		
Annual Interest Rate: 1.75%		



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Notes to Consolidated Financial Statements

June 30, 2020

7. Portfolio Investments (Continued)

These are guaranteed investment certificates (GIC) with CIBC Wood Gundy and RBC Investment Securities with fixed income interest rates and fixed term dates. The investments are low risk to the Authority. The total investments with prior year comparative figures are presented below:

	2020	2019
	\$	\$
RBC Dominion Securities		
Investment 1	-	1,013,356
	-	1,013,356
CIBC Wood Gundy		
Investment 1	2,126,244	2,067,160
Investment 2	-	1,046,399
	2,126,244	3,113,559
Total portfolio investments	2,126,244	4,126,915

8. Accounts Receivable

	2020	2019
	\$	\$
Accrued interest receivable	68,607	10,000
Due from other related parties (Note 24)	-	215,136
Due from Government of the Northwest Territories (Note 24)	4,229	16,688
Other	4,532	34,389
Total	77,368	276,213

Allowance for doubtful accounts at June 30, 2020 is \$nil (2019 - \$nil).

9. Inventories

There is no inventory recorded as at June 30, 2020.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2020

10. Accounts Payable and Accrued Liabilities

	2020	2019
	\$	\$
Accrued interest	45	34
Damage deposits	27,455	24,953
Due to Commission Scolaire Francophone TNO (Note 24)	-	15,770
Trade payable	568,806	349,533
	596,306	390,290

	2020	2019
	\$	\$
Payroll Liabilities		
To employees (July & August wages & deferred NEBS pension)	4,574,092	5,134,148
Vacation payable (annual leave)	284,711	204,094
	4,858,803	5,338,242

11. Deferred Revenue

Deferred revenue consists of contributions or revenue received from contributors for expenditures not yet incurred.

	2020	2019
	\$	\$
Nordic Arms Prepaid Rent	3,470	-
Jordan's Principal - Federal	614,452	413,974
GNWT ECE - Curriculum	93,522	36,040
	711,444	450,014

12. Contribution Repayable

The Authority does not have any contribution repayable.



June 30, 2020

13. Due from Government of Canada

Receivables	2020	2019
	\$	\$
GST Receivable	92,812	102,327
Government of Canada (Jordan's Principle)	500,346	-
	593,158	102,327

14. Capital Lease Obligations

The Authority does not have any capital lease obligations.

15. Pension

The Authority makes contributions to the Northern Employee Benefits (NEBS) Pension Plan ("the Plan"), which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$3,595,159. The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$175,156 for January 2020, and \$171,368 for January 2019. The maximum monthly contributions is \$3,092 for January 2020, and \$3,026 for January 2019.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 3,364 Employee Members and 116 Employer Members (total active, disabled and on leave: 1,992).

As of January 1, 2020, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$31,200,000 - funded ratio 113% (2019 - \$25,200,000 and 112%) on a going concern valuation basis. The Plan had a solvency ratio deficiency of \$142,700,000 and a solvency ratio of 66%. Solvency is calculated for the purposes of determining obligations only in the event of a plan wrap up. Any potential deficiency in termination payments is guaranteed to be paid over the next 10 years or less, depending on the position of the fund.

As of April 2004, the OSFI has exempted NEBS from compliance with the Pension Benefits Standards Act (PBSA). On April 2015, the Legislative Assembly passed The Northern Employee Benefits Act (Bill 12) which was enacted October 1, 2015. NEBS is now operating under Bill 12.



June 30, 2020

16. Long-Term Debt

The Authority does not have long-term debt.

17. Other Employee Future Benefits and Compensated Absences

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2020. The effective date of the next actuarial valuation is March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2020 and the results extrapolated to June 30, 2020. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2020

17. Other Employee Future Benefits and Compensated Absences (Continued)

Changes in Obligation	Severance and Removal \$	Compensated Absences \$	2020 \$	2019 \$
Accrued benefit obligation beginning of year	1,242,366	455,183	1,697,549	1,208,946
Current period benefit cost	77,323	34,215	111,538	109,474
Interest accrued	40,223	14,773	54,996	46,659
Benefits payments	(104,465)	(159,969)	(264,434)	(56,633)
Actuarial (gain)/loss	(425,670)	74,289	(351,381)	363,858
Plan amendments	-	-	-	25,245
Accrued benefit obligation end of year	829,777	418,491	1,248,268	1,697,549
Unamortized net actuarial loss/(gain)	584,575	(220,916)	363,659	23,329
Total employee future benefits and compensated absences	1,414,352	197,575	1,611,927	1,720,878
Benefits expense				
Current period benefit cost	77,323	34,215	111,538	109,474
Interest accrued	40,223	14,773	54,996	46,659
Amortization of net actuarial (gain)/loss	(36,181)	25,130	(11,051)	(54,890)
Plan amendments	-	-	-	25,245
Total benefits expense	81,365	74,118	155,483	126,488



June 30, 2020

17. Other Employee Future Benefits and Compensated Absences (Continued)

The discount rate used in the 2020 fiscal year to determine the accrued benefit obligation was an average of 2.7% (2019 - 3.2%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	\$	\$	\$
2020	116,626	52,328	168,954
2021	113,709	50,691	164,400
2022	111,560	51,968	163,528
2023	109,538	56,994	166,532
2024	101,899	51,878	153,777
2025-2029	358,976	189,054	548,030
Total	912,308	452,913	1,365,221

18. Trust Assets Under Administration

The Authority does not have any trust assets under administration.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2020

19. Tangible Capital Assets

							2020	2019
	Cost	Additions	Disposals	Amortization	Accumulated Amortization beginning of year	Accumulated Amortization	Net Book Value	Net Book Value
	\$	\$	\$	\$	\$	\$	\$	\$
Land and improvements	1,299,476	-	-	-	-	-	1,299,476	1,299,476
School buildings								
Ecole Sir John Franklin	2,253,436	-	-	(56,247)	(1,192,036)	(1,248,283)	1,005,153	1,061,400
William McDonald	7,078,328	-	-	(176,958)	(6,547,453)	(6,724,411)	353,917	530,875
Mildred Hall	11,009,651	79,354	-	(280,532)	(6,577,156)	(6,857,688)	4,231,317	4,432,495
Range Lake North	8,215,859	-	-	(205,396)	(5,340,308)	(5,545,704)	2,670,155	2,875,551
N. J. Macpherson	5,329,162	-	-	(136,459)	(4,225,750)	(4,362,209)	966,953	1,103,412
Ecole J. H. Sissons	2,436,769	-	-	-	(2,436,769)	(2,436,769)	-	-
	36,323,205	79,354	-	(855,592)	(26,319,472)	(27,175,064)	9,227,495	10,003,733
Other buildings								
Administration office	1,070,827	-	-	(26,771)	(696,037)	(722,808)	348,019	374,789
Nordic Arms residence	595,205	-	-	-	(595,205)	(595,205)	-	-
Total land and buildings	39,288,713	79,354	-	(882,363)	(27,610,714)	(28,493,077)	10,874,990	11,677,998
Equipment and furnishings								
Schools	4,546,839	138,736	-	(49,932)	(4,438,663)	(4,488,595)	196,980	108,177
Playgrounds	149,972	-	-	-	(149,972)	(149,972)	-	-
Residences	64,045	-	-	-	(64,045)	(64,045)	-	-
Administration office	322,132	-	-	-	(322,132)	(322,132)	-	-
Vehicles	319,413	-	-	(12,434)	(233,236)	(245,670)	73,743	86,177
	5,402,401	138,736	-	(62,366)	(5,208,048)	(5,270,414)	270,723	194,354
	44,691,114	218,090	-	(944,729)	(32,818,762)	(33,763,491)	11,145,713	11,872,352



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2020

20. Prepaid Expenses

	2020	2019
	\$	\$
Insurance	270,957	47,774
Professional Development	-	1,750
Materials and Supplies	80,421	-
Leases	326	22,588
WSCC	-	52,221
	351,704	124,333

21. GNWT Assets Provided at no Cost

The following assets were provided to the Authority by the GNWT at no cost.

	Cost	Accumulated Amortization	2020 Net Book Value	2019 Net Book Value
	\$	\$	\$	\$
Ecole Sir John Franklin	25,965,232	25,965,232	-	-
Ecole Sir John Franklin portable classrooms	419,724	338,427	81,297	91,787
Ecole Sir John Franklin NACC	1,660,480	1,167,415	493,065	542,580
Ecole Sir John Franklin Sewer Line	108,852	14,876	93,976	98,330
N.J. Macpherson	1,413,831	450,463	963,368	998,721
	29,568,119	27,936,413	1,631,706	1,731,418
Deferred capital contributions				
Ecole Sir John Franklin	(1,442,500)	(1,442,500)	-	-
	28,125,619	26,493,913	1,631,706	1,731,418

Rent expense of \$99,712 (2019 - \$45,843) was offset by a grant in-kind.



June 30, 2020

22. Contractual Obligations

The Authority has a contract with First Student for student transportation. The Authority is invoiced monthly and the amounts vary depending on a number of factors including: the number of students, routes, and bus passes sold. The contract is renewed until June 2021.

The Authority leases space from Route 51. The contract is renewed until June 2022.

The Authority has a collective bargaining agreement with the NWT Teachers Association ("NWTTA") for teachers, specialists and education assistance which expired August 31, 2020. The Authority is planning to meet with the NWTTA to bargain a new Collective Agreement in November 2020.

The Authority has a collective bargaining agreement with the United Steelworkers for support staff which expires on June 30, 2022.

The Authority has a Ricoh photocopy equipment leases and Lenovo lease for computers.

The Authority has entered into a contract for the construction of a school, beginning in the fall of 2020, and is being funded by the Government of the Northwest Territories.

	Expiry Date	2021 \$	2022 \$	Total \$
Equipment Leases:				
Ricoh Route 51	1 July 2021	2,024	-	2,024
Ricoh SJF	4 June 2021	5,861	-	5,861
Ricoh	30 Mar 2021	15,149	-	15,149
Operational Contracts:				
First Student Bussing	30 Jun 2021	450,000	-	450,000
Commercial & Residential Leases:				
Route 51	30 Jun 2022	37,800	37,800	75,600
Total		510,834	37,800	548,634

23. Contingencies

The Authority does not have contingencies.



June 30, 2020

24. Related Parties

During the year, the Authority entered into transactions with the following related parties:

N'Dilo District Education Authority, common control
Dettah District Education Authority, common control
Commission Scolaire Francophone Territories Du Nord Ouest, common control
South Slave DEC, common control
Dehcho Divisional Education Council, common control
Stanton Territorial Health Authority, common control
Government of the Northwest Territories:
 Department of Finance, common control
 Department of Justice, common control
 Department of Health & Social Services, common control
 Department of Education, Culture and Employment, common control
 Department of Municipal and Community Affairs, common control
 Department of Environment and Natural Resources, common control
 Department of Infrastructure, common control
 Department of Industry, Tourism and Investment, common control
 Legislative Assembly of the Northwest Territories



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2020

24. Related Parties (Continued)

	2020	2019
	\$	\$
Due to Related Parties (Accounts Payable):		
Government of the Northwest Territories:		
Other Education Bodies:		
Commission Scolaire Francophone TNO	-	15,770
Total Due to Related Parties	-	15,770
Due from Related Parties (Accounts Receivable):		
Other Education Bodies:		
Dehcho Divisional Education Council	-	617
N'Dilo District Education Authority	-	150,128
Dettah District Education Authority	-	64,391
Subtotal - other related parties	-	215,136
Government of the Northwest Territories:		
Department of Education, Culture and Employment	4,229	16,688
Subtotal - Government of the Northwest Territories	4,229	16,688
Total Due from Related Parties	4,229	231,824

These balances due from related parties are unsecured, non-interest bearing with no specific terms of repayment.



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Notes to Consolidated Financial Statements

June 30, 2020

24. Related Parties (Continued)

	2020	2019
	\$	\$
Revenues from Related Parties:		
Government of the Northwest Territories:		
Department of Education Culture & Employment - Regular contributions	29,219,831	28,180,648
Department of Education Culture & Employment - Other contributions	122,000	130,000
Department of Education Culture & Employment - Indigenous languages	-	69,000
Legislative Assembly of Northwest Territories	1,000	-
Department of Education Culture & Employment - French languages	484,850	499,250
Department of Finance - Interest	149,755	105,044
Department of Health & Social Services - GNWT other contributions	8,505	20,560
Department of Municipal and Community Affairs - GNWT other contributions	91,800	112,550
Department of Environment and Natural Resources - GNWT other contributions	8,000	8,500
Other Education Bodies:		
Commission Scolaire Francophone TNO (CSF TNO (N'Dilo District Education Authority)	-	3,943
Dettah District Education Authority - Other education bodies	30,000	30,000
South Slave DEC - Other education bodies	130,020	212,325
	30,000	-
Total Revenues from Related Parties	30,275,761	29,371,820



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Notes to Consolidated Financial Statements

June 30, 2020

24. Related Parties (Continued)

	2020	2019
	\$	\$
Expenditures Paid to Related Parties:		
Government of the Northwest Territories:		
Department of Infrastructure - Maintenance and repairs	5,336	3,803
Department of Industry, Tourism and Investment - Materials and supplies	1,376	-
Department of Financial and Employee Shared Services - Professional and technical	1,750	-
Department of Justice	-	100
Department of Education, Culture & Employment - Professional and technical	4,625	2,175
Stanton Territorial Health Authority - Maintenance and repairs	553	6,683
Other Education Bodies:		
South Slave Divisional Education Council - Contracted services	-	915
Deh Cho Divisional Education Council - Materials & supplies	600	600
Total Expenses paid to Related Parties	14,240	14,276

These transactions are in the normal course of operations and have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties.



June 30, 2020

25. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Authority.

The budget figures presented are those approved by the Trustees of the Authority on May 14, 2019 and submitted to the Minister of Education, Culture and Employment and have not been audited. The Budget for fiscal year 2019/2020 was submitted to the minister on June 28, 2019 the budget deficit is \$914,776.

26. Economic Dependence

The Authority is economically dependent on the Government of the Northwest Territories to provide funding for continued operations. If the funding arrangements were to change, management is of the opinion that the Authority's operations would be significantly affected.



June 30, 2020

27. Financial Instruments

Financial instruments consist of recorded amounts of cash, portfolio investments, due from GNWT, due from Government of Canada and other accounts receivable which will result in future cash receipts, as well as accounts payable and accrued liabilities, and wages and employee deductions payable which will result in future cash outlays.

The Authority is exposed to the following risks in respect of certain of the financial instruments held:

a) Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Authority is exposed to credit risk from funding agencies and recipients of services. The Authority has a concentrated risk of credit from two other school districts whose funding also comes from the Department of Education, Culture, and Employment. However, at June 30, 2020, receivables from these two districts is nil (2019 - 90%). Due to COVID-19, all schools were shut down mid-March. Payroll was completed to end of the school year early, therefore both Dettah and N'Dilo paid all of the costs of payroll bill before June 30, 2020.

There is a concentration risk in cash and portfolio investments. The full balance in these accounts is held at one financial institution (2019 - two). The daily balance in the operating bank account is invested with the GNWT Investment Pool. The Authority is funded by Government of Northwest Territories - Department of Education, Culture, and Employment and other stable organizations, which reduces its exposure to credit risk.

b) Interest rate risk

Interest rate risk is the risk that the fair value of financial instruments will fluctuate because of changes in market interest rate. The Authority is exposed to interest rate risk on its fixed and floating interest rate on cash and portfolio investments. Fixed interest instruments subject the Authority to a fair value risk while the floating rate instruments subject it to cash flow risk (see Note 7). The Authority complies with the GNWT financial administration policies and guidelines which reduces its exposure to interest rate risk. Because portfolio investments can be converted into cash on a short notice, the Authority's exposure to market risk is reduced.



June 30, 2020

27. Financial Instruments (Continued)

c) Liquidity risk

Liquidity risk is the risk that the Authority will not be able to meet all cash outflow obligations as they come due. The Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise. Some of the Authority's financial assets and most of the financial liabilities at June 30, 2020 mature within the next year. The Authority has disclosed future financial liabilities and commitments in Note 22.

28. Expenditures By Object

	2020	2020	2019
	Budget	Actual	Actual
	\$	\$	\$
Amortization	914,776	944,729	943,984
Compensation	30,763,221	30,752,642	30,651,166
Other	6,333,729	8,207,494	6,801,746
	38,011,726	39,904,865	38,396,896

29. Subsequent Events

There were no material subsequent events that have taken place between June 30, 2020 and the date of the audit report.

30. Comparative Figures

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2020

31. ECE Contributions

	Budget 2020 \$	Actual 2020 \$	Actual 2019 \$
Original Contribution	28,884,450	29,131,353	27,792,229
Student Success Initiatives	123,000	123,000	123,000
Updated Average Salary	-	-	76,924
Termination Benefits	100,000	88,578	111,995
French Language	422,000	422,000	422,000
Mentorship Release Time	45,000	31,382	45,500
Junior Kindergarten Materials	-	-	14,000
Birchbark Teaching Program	26,000	26,000	140,000
Updated Contribution	29,600,450	29,822,313	28,725,648
Indigenous Language (Deferred to fiscal 2021)	-	(93,522)	69,000
French Cultural Resources	-	3,600	30,250
French Partnership Funding SSDEC	-	35,000	35,000
French Language Communications	-	24,250	12,000
Inclusive Education - Self Regulation	-	-	7,000
Health and Wellness Funding	-	36,040	-
Total Contributions	29,600,450	29,827,681	28,878,898



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2020

32. GNWT Other Contributions

	Budget 2020 \$	Actual 2020 \$	Actual 2019 \$
Department of Municipal & Community Affairs (MACA):			
Active After School	-	91,800	92,550
Youth Corp	-	-	20,000
Department of Executive (Legislative Assembly):			
Department of Health and Social Services (HSS):	-	1,000	-
Drop the Pop	-	8,505	20,560
Department of Environment & Natural Resources (ENR):			
Take a Kid Trapping	-	-	8,500
Compost Program	-	8,000	-
Total	-	109,305	141,610



June 30, 2020

33. Contingent Assets

The Authority does not have contingent assets.

34. Contractual Rights

The Authority does not have contractual rights.

35. Environmental Liabilities

Liability for Contaminated Sites

The Authority has identified possible environmental liabilities at William McDonald School and Range Lake North School that have underground fuel tanks. The Department of Education, Culture and Employment, and the Department of Infrastructure is working towards replacing the underground fuel tanks. The Authority has purchased Environmental Liabilities Insurance in addition to the General Liabilities insurance to ensure adequate insurance coverage for the fuel tanks.

Environmental Liabilities

The Authority contracted Associated Environmental to complete a Hazardous Building Materials Assessment on all of the Buildings owned and managed by the Authority in 2018. The final reports are completed and a Hazardous Materials management plan is put in place. YK1 has contracted Kasteel Construction to provide supplementary cost estimates for the asbestos abatement of Nordic Arms in June 2020. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment. The abatement for Sir John Franklin High School was completed by the GNWT in March 2018, and the abatement for the maintenance building was completed in March 2019. The abatement for JH Sissons School is to be completed in July 2020 before its demolition. A liability totaling \$179,651 has been recorded for the asbestos abatement of the Mildred Hall School and William McDonald School. There is also a separate liability recorded for the future abatement of Nordic Arms Apartment complex in the amount of \$756,250. Total liability recorded for future asbestos abatement is \$935,901 (2019 - \$110,938). Management will continue to monitor these buildings under the Hazardous Materials management plan.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2020

36. Accumulated Surplus

A consolidated statements of funds and surplus and reserves have been prepared as follows:

Details of Funds

For the year ended June 30,	2020	2019
	\$	\$
OPERATING FUND		
Balance, beginning of year	444,854	511,577
Operating deficit (Statement 2)	(354,666)	(1,056,027)
Acquisition of tangible capital assets	(218,090)	(72,881)
Transfer from Investment in Tangible Capital Assets	944,729	943,984
Transfer from Decentralized Surplus	16,943	21,056
Transfer to Pellet Boiler Reserve	(350,000)	-
Transfer (to) from LED reserve Utilities/LED Lights	(97,928)	97,145
Balance, end of year	385,842	444,854
INVESTMENT IN TANGIBLE CAPITAL ASSETS		
Balance, beginning of year	11,872,352	12,743,455
Acquisition of tangible capital assets	218,090	72,881
Amortization	(944,729)	(943,984)
Balance, end of year	11,145,713	11,872,352



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2020

36. Accumulated Surplus (Continued)

Details of Surplus and Reserves

For the year ended June 30,	2020	2019
	\$	\$
DECENTRALIZED SURPLUS		
Balance, beginning of year	365,440	386,496
Transfer to Operating Fund	(16,943)	(21,056)
Balance, end of year	348,497	365,440
PELLET BOILER RESERVE		
Balance, beginning of year	-	-
Transfer from Operating Fund	350,000	-
Balance, end of year	350,000	-
CAPITAL FUND RESERVE		
Balance, beginning of year	904,165	904,165
Balance, end of year	904,165	904,165
LED RESERVE		
Balance, beginning of year	255,651	352,796
Transfer (to) from Operating Fund for Utility Costs	97,928	(97,145)
Balance, end of year	353,579	255,651



June 30, 2020

37. COVID-19

On March 11, 2020, the World Health Organization declared a global pandemic of the novel coronavirus identified as "COVID-19". In order to combat the spread of COVID-19, governments worldwide have enacted emergency measures including travel bans, legally enforced or self-imposed quarantine periods, social distancing and business and organization closures. These measures have caused material disruptions to businesses, governments and other organizations, resulting in an economic slowdown and increased volatility in national and global equity and commodity markets.

Central banks and governments, including Canadian federal, provincial and territorial governments, have reacted with significant monetary and fiscal interventions designed to stabilize economic conditions. The duration and impact of the COVID-19 outbreak is unknown at this time, as is the efficacy of any interventions. It is not possible to reliably estimate the length and severity of these developments and the impact on the financial results and condition of the Authority and its operations in future periods.

38. School Generated Funds (Trusts under Administration)

School generated funds are funds that are raised and collected in the school or in the community in the name of the school by school councils, student groups or parent advisory council. The funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

The following balances represent the school generated funds that are held in trust by the Authority. They are not recorded in the audited financial statements:

	2020	2019
	\$	\$
Balances, beginning of year	751,026	765,453
Fundraising revenues	583,621	819,752
Total funds available	1,334,647	1,585,205
Total related expenses	(623,957)	(834,179)
Balances, end of year	710,690	751,026

Approvals

Operating Plan



Education Body Chair

Superintendent

September 28, 2020

September 28, 2020

Date

Date

Annual Report



Education Body Chair

Superintendent

September 28, 2020

September 28, 2020

Date

Date