

**Annual Reports for  
the Education Bodies  
of the Northwest Territories  
for the 2020-2021 School Year  
ending June 30, 2021**

**Rapports annuels des  
organismes ténnois  
du milieu de l'éducation  
pour l'année scolaire 2020-2021  
se terminant le 30 juin 2021**

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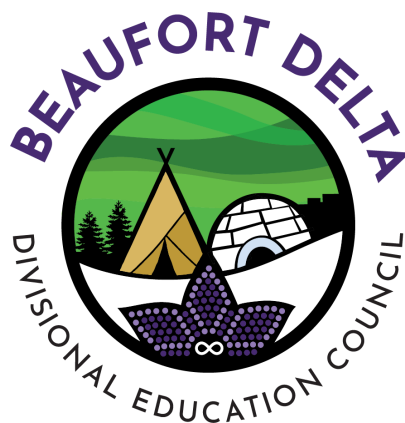
Education Accountability Framework

**Beaufort Delta Divisional  
Education Council**

**Annual Report**

**For the 2020-21 School Year**

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*Capable Citizens through Indigenized Education*

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Cadre de responsabilisation en éducation

# Conseil scolaire de division de Beaufort- Delta

Plan de fonctionnement et rapport annuel

Année scolaire 2020-2021

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*Des citoyens autonomes grâce à l'éducation autochtone*

## Plan de fonctionnement – Sommaire

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

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

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

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

	<p>60 % des élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année auront progressé d'au moins huit mois et plus selon la grille d'évaluation de Fountas et Pinnell entre novembre 2020 et juin 2021.</p> <p>Diminution de 2 % de l'écart de réussite évolutif triennal entre les élèves aux tests de rendement de l'Alberta en anglais pour la 6<sup>e</sup> année.</p> <p>Diminution de 2 % de l'écart de réussite évolutif triennal entre les élèves aux tests de rendement de l'Alberta en anglais pour la 9<sup>e</sup> année.</p> <p>Augmentation de 3 % du taux de participation évolutif triennal des élèves aux tests de rendement de l'Alberta du CSDBD pour la 6<sup>e</sup> année.</p> <p>Augmentation de 3 % du taux de participation évolutif triennal des élèves aux tests de rendement de l'Alberta du CSDBD pour la 9<sup>e</sup> année.</p> <p>50 % des parents ont discuté avec le professeur d'anglais des forces et des possibilités d'amélioration de leur enfant en lecture et en écriture.</p>
Favoriser la réussite des élèves en numératie	<p>5 % des élèves se seront améliorés d'au moins une unité Stanine en numératie au test de rendement canadien CAT-4 ou CAT-5 (Canadian Achievement Test).</p> <p>Augmentation de 10 % du nombre d'élèves répondant aux exigences du test CMA.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 6<sup>e</sup> année.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 9<sup>e</sup> 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>
Favoriser la réussite des élèves en langue et culture autochtone	<p>80 % des élèves connaissent 12 des salutations traditionnelles de leur collectivité d'origine</p> <p>25 % des élèves parlent la langue à un niveau débutant</p> <p>80 % des élèves participent à un minimum de 4 activités culturelles essentielles dans la nature ou en classe.</p> <p>100 % des écoles s'activent à adapter à la culture autochtone le contenu des cours et le programme</p> <p>100 % des écoles du CSDBD ont un calendrier culturel.</p>

	<p>50 % des parents ont discuté du niveau de compétences linguistiques de leur enfant</p>
<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 (parents, enseignant et élève), aux entrevues parents et enseignant et aux ateliers, virtuels ou en personne.</p>

### Rapport annuel – Sommaire

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

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

#### **Voici un résumé des progrès réalisés dans la région de Beaufort-Delta en 2020-2021 :**

- Concertation dans l'ensemble du système sur les Plans d'amélioration de l'école qui ont orienté l'élaboration du plan stratégique et opérationnel et du rapport annuel du CSDBD.
- Les plans d'amélioration préétablis ont permis aux équipes de direction scolaire de passer plus rapidement à l'analyse des données en 2020-2021.
- Pratique des enseignants titulaires davantage axée sur les meilleures stratégies déterminées par la recherche. « Réflexion personnelle : valoriser les quatre questions directrices associées aux matières de base ».
- Cycle d'enseignement adapté du CSDBD s'appuyant sur des données concrètes.
- Plan d'alphabétisation à long terme menant désormais au plan stratégique et opérationnel détaillé du CSDBD.
- Succès du programme d'encadrement au cours des trois dernières années, d'abord avec l'alphabétisation, puis l'enseignement des mathématiques.
- Enseignants de soutien aux programmes et aux interventions.
- Soutien additionnel offert aux intervenants et titulaires qui appliquent le principe de Jordan.
- Le CSDBD est guidé par les directeurs et la haute direction, qui privilégient les pratiques exemplaires en recherche (diminution progressive de la responsabilité, démarche exploratoire et apprentissage cognitif guidé).
- Autochtonisation de l'éducation, ce qui rend l'alphabétisation et l'enseignement des mathématiques plus pertinentes pour nos élèves sur le plan culturel.

Le Conseil scolaire de division de Beaufort-Delta continue de promouvoir l'adaptation de l'éducation à la culture autochtone. Des calendriers culturels ont été proposés à **toutes** les communautés où des plans à long terme sont mis en œuvre. Les enseignants ont relié les plans de cours et les plans d'unité aux traditions saisonnières et aux principaux événements culturels des différentes collectivités. De plus, nous avons mis en ligne des modèles de leçons adaptées aux cultures autochtones sur le Moodle du CSDBD. Des vidéos explicatives à propos du calendrier culturel et des plans d'unité sont fournies dans le cadre de la formation virtuelle du CSDBD, offerte sur les lieux de travail.

Des résultats record ont été obtenus au test de rendement canadien CAT-4, où des élèves de la 4<sup>e</sup> à la 9<sup>e</sup> année se sont approchés de la moyenne nationale dans de nombreux sous-tests.

Les élèves de 5<sup>e</sup> année ont obtenu des résultats correspondant à la moyenne nationale (norme canadienne) en lecture (82 %) et en orthographe (78 %). Les élèves de 8<sup>e</sup> année ont dépassé la moyenne nationale (norme canadienne) en lecture (87 %), vocabulaire (84 %), orthographe (82 %) et mathématiques (81 %), alors que ceux de 9<sup>e</sup> année ont atteint la moyenne nationale (norme canadienne) en orthographe (77 %). C'est la première fois dans l'histoire du district qu'autant d'élèves ont atteint, approché et dépassé la moyenne nationale au test de rendement canadien CAT-4.

## Operating Plan - Executive Summary

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The Beaufort Delta Divisional Education Council's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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



## Annual Report - Executive Summary

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The Beaufort Delta Divisional Education Council's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, including any specific information related to the COVID-19 pandemic:

### Highlights in the Beaufort Delta for 2020-21 include:

- System wide focus on SIP's (School Improvement Plans) that lead into our larger BDDEC Strat/Operating Plan & Annual Report.
- Pre-populated SIP's allowed for school leadership teams to move to data analysis quicker in 2020-21.
- Classroom Teachers shifting their practice to reflect research based best strategies. "Self-Reflection: Elevating the Essentials Four Guiding Questions".
- BDDEC responsive teaching cycle focused on data driving instruction.
- Long Term Literacy Plan that now leads into the larger BDDEC Strat Plan/Operating Plan.
- Successful coaching program over the past three years starting with Literacy and expanding to Numeracy.
- Program Support Teachers supporting interventions and programs.
- Additional support for Interventionists & SA's from Jordan's Principle.
- BDDEC walks by principals and senior administration prioritizing research based best practices, (GRR, GI & Cognitive Guided Instruction).
- Indigenizing Education making literacy and numeracy more culturally relevant to our students.

The Beaufort Delta Divisional Education Council (BDDEC) continues to champion Indigenized Education. Cultural calendars were implemented in all communities connected to Long Range Plans (LRPs). 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. Instructional videos for cultural calendar and unit plans provided during the virtual BDDEC in-service.

Record setting data was achieved with the Canadian Achievement data (CAT 4). Students in grades 4-9 were approaching the national average in multiple sub-tests of the CAT 4.

Grade 5 students met the national average (Canadian Norm) in reading (82%) and spelling (78%). Grade 8 students exceeded the national average (Canadian Norm) in reading (87%), vocabulary (84%), spelling (82%) and mathematics (81%). Grade 9 students met the national average (Canadian Norm) in spelling (77%). This is the first time in the district's history that many students met, approached and exceeded the national average on the Canadian Achievement Tests (CAT 4's).

## 1. Administration and School Services

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

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

## ***A. Governance of Education Bodies***

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

The BDDEC is governed by a board of elected members. Each District Education Authority (DEA) within the BDDEC elects one representative, normally their chair, to sit on the District Education Council (DEC) board. The DEC elects a Chair (2 year term), Vice-Chair (every year) and Member at Large (every year). The Inuvialuit Regional Corporation and the Gwich'in Tribal Council appoint one member (each) to the BDDEC board and are voting members. DEA's meet monthly. The DEC meets three times per year, including two via videoconference and one face-to-face meeting in February. Face-to-face meetings are subject to change this year because of COVID 19 restrictions. Zoom, Google Meets or teleconference may be used for DEC meetings when needed.

Training with DEA members is also offered on an as-needed basis and is normally included in the agenda during the face-to-face meeting in February.

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

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

Each DEA has individual regulations that guide decision making.

An Executive Committee is elected annually and consists of 5 positions including: Chair, Vice-Chair, Member at Large, IRC Representative, and GTC Representative. The Superintendent runs the election for this committee. The first position to be determined is the Chair, followed by the Vice-Chair. Depending on which region the Vice-Chair represents- the Beaufort region or the Delta region- the Member at Large must come from the other region to ensure equal representation on the Executive Committee. The IRC and GTC BDDEC board members sit on the Executive Committee.

### **Ulukhaktok DEA:**

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

### **Aklavik DEA:**

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

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

**Fort McPherson DEA:**

- Mary Rose 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 2020)
- Joyce Blake – Member (2018-2020)

**Tuktoyaktuk DEA:**

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

**Tsiigehtchic DEA: (Election pending June 2020)**

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

**Paulatuk DEA:**

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

**Inuvik DEA:**

- Jennifer Parrott - Chair (Sept 2018-2021)(Chair as of Jan 2020)
- Lenora McLeod (Sept 2018-2021)
- Jodie Maring (Sept 2018-2021)(resigned Sept 2020)

- Janelle Cockney (2019-2021)
- Janelle Wainman (Sept 2018-2021)
- A.J. Minakis (Sept 2018-2021)(resigned Sept 2020)
- Jennifer Costa (Appointed Sept 2020-2021)

**Sachs Harbour:**

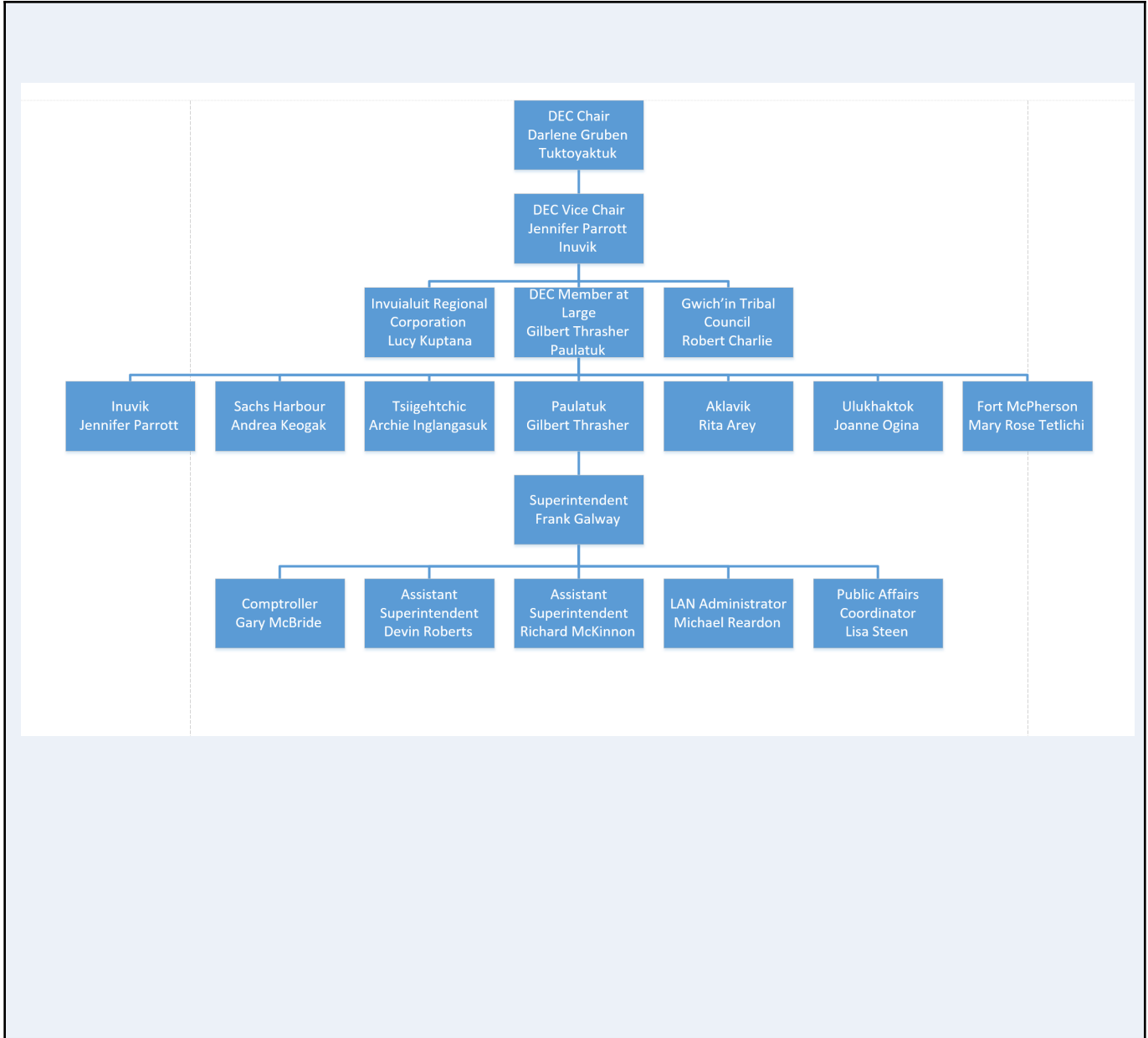
- Andrea Keogak – Chair (2019-2021)
- Shelby Lucas – Vice-Chair (2019-2021)
- Adella Carpenter – Member (2019-2021)
- Doreen Carpenter – Member (2019-2021)

**Beaufort Delta Divisional Education Council**

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

**B. Functional Organizational Chart**

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



### C. Governance Training

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

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Google Meet by Senior Admin	DEC/DEA/Principals	Governance and Code of Conduct	ISR Schools October 27 <sup>th</sup> – 29 <sup>th</sup>  Delta Schools October 21 <sup>st</sup> – 23 <sup>rd</sup>	Yes.	
In Person or over Google Meet By ECE Resource	DEC	Administration	February 9 <sup>th</sup> – 12 <sup>th</sup> DEC Annual Meeting	Yes via Zoom	
Google Meet by Senior Admin	DEC/DEA/Principals	Finance and/or topic of choice from Fall session.	January to March (by invite)	Yes, meetings occurred with principals via Zoom.	
Governance	ECE	Inuvik DEA	January 2021	Yes - Microsoft Teams	
Governance	ECE	Aklavik DEA	February 2021	Yes - Microsoft Teams	
Conflict Resolution	ECE	Inuvik DEA	April 2021	Yes - Microsoft Teams	

### D. Education Body Meetings

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

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as</b>	<b>If No, why not?</b>
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		<b>planned?</b> <i>(Yes/No)</i>	
DEC will meet every two weeks during the COVID 19 pandemic. September 11, 2020	BDDEC Boardroom (Google Meet or Teleconference)	Yes, Meetings did occur. Frequency of two weeks was deemed unnecessary and not cost effective.	
November 13, 2020	BDDEC Boardroom (Google Meet or Teleconference)	Teleconference hosted.	
February 10-12th, 2021	BDDEC Boardroom (Google Meet or Teleconference)	Annual DEC meeting held via Zoom.	
June 17, 2021	BDDEC Boardroom (Google Meet or Teleconference)	No, Moved to July 2021.	

**E. School Profiles**

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

<b>Total Number of Schools in District</b>	<b>9</b>	<b>Total Anticipated Student Head Count</b>	<b>1509</b>
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
Moose Kerr School (MKS)	Aklavik	JK-12	<ul style="list-style-type: none"> <li>- Single and split grades</li> <li>- Northern Distance Learning</li> <li>- Whole school approach to Language &amp; ILE Committee</li> <li>- New cultural camp to be constructed in 2020-21</li> <li>- Full time Instructional Coach position focusing on Grade 1 to 9 literacy in place for 2 years</li> <li>- 3 Levelled Literacy Interventionist positions in 2020-21</li> <li>- Reflex Math</li> </ul>
Chief Julius School (CJS)	Fort McPherson	JK-12	<ul style="list-style-type: none"> <li>- Single and split grades</li> <li>- Northern Distance Learning</li> <li>- Whole school approach to Language</li> <li>- Culture Camps</li> <li>- Full time Instructional Coach focusing on Grade 1 to 9 Literacy</li> <li>- New Levelled Literacy Interventionist position added 2020-21</li> </ul>

Helen Kalvak Elihakvik (HKE)	Ulukhaktok	JK-12	<ul style="list-style-type: none"> <li>- Indigenized Education &amp; Cultural Calendar followed for unit planning</li> <li>- Full time Instructional Coach focusing on grades 1 to 9 Literacy</li> <li>- New Math Instructional Coach position added for 2020-21</li> </ul>
East Three Elementary School (E3ES)	Inuvik	JK-6	<ul style="list-style-type: none"> <li>- Four Leveled Literacy Interventionists in place for fall 2020</li> <li>- French Immersion offered Grades 1-6</li> <li>- WITS program</li> <li>- Self regulations / Zones of Regulation</li> <li>- On the Land Coordinator position</li> <li>- Grade level Program Support Teachers</li> </ul>
East Three Secondary School (E3SS)	Inuvik	7-12	<ul style="list-style-type: none"> <li>- New Math Instructional Coach position added</li> <li>- Full time Instructional Coach Grades 7-9</li> <li>- Two Program Support Teachers</li> <li>- French Immersion offered Grades 7-9</li> </ul>
Angik School (AS)	Paulatuk	JK-12	<ul style="list-style-type: none"> <li>- On the land program (Day trips 2020-21)</li> <li>- Culture committee</li> <li>- Full time Instructional Coach focusing on grades 1 to 9 Literacy</li> </ul>
Inualthuyak School (IS)	Sachs Harbour	JK-9	<ul style="list-style-type: none"> <li>- 20% Instructional coach focusing on grades 1 to 9 Literacy</li> <li>- Community partnership with Recreation and access to gym in evening</li> <li>- On the Land program (Day trips 2020-21)</li> </ul>
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK-9	<ul style="list-style-type: none"> <li>- Multi-graded school</li> <li>- Whole School approach to Indigenous Language</li> <li>- Full time teaching principal</li> </ul>

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

***F. Student Profiles***

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

**Program:**

*968 Regular Program (64.66%)*

*507 SSP (33.87%)*

*24 IEP (1.6%)*

*10 Homeschool students*

93 Junior Kindergarten

117 Kindergarten

118 Grade One

95 Grade Two

118 Grade Three

108 Grade Four

111 Grade Five

113 Grade Six

111 Grade Seven

97 Grade Eight

92 Grade Nine

211 Grade Ten

73 Grade Eleven

52 Grade Twelve

1509 students

### ***G. Teacher Profiles***

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

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

18 new teachers were recruited.

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

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

#### **Average Length of Employment**

5-7 years in regional center Inuvik.

3 years in community schools

Limited housing available for teachers makes retention difficult. BDDEC is almost fully staffed for 2020-21. However, staffing schools has become more challenging. BDDEC attended four career fairs and visited six universities in an effort to recruit teachers. In 2019-20 BDDEC actively recruited 18 new teachers to the district for the 2020-21 academic year. Limited travel opportunities for staff has led to resignations for 2021-22.

## 2. Territorial Schools

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

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

**A. Education Body Strategic Planning**

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

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

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

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



	<p><b>To improve student success in Indigenous Language(s) &amp; Culture</b></p>	<p>80% of students speaking 12 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 key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>50% of parents discuss their child's language levels.</p>
	<p><b>To increase understanding and practice of Social Responsibility of students.</b></p>	<p>5 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attend 3 way conferences, Parent/Teacher interview(s) and workshops virtually or in-person.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Areas of Strength for the region	<p>The district saw record high success with the Canadian Achievement Tests (CAT 4). Grade 5 students met the national average (Canadian Norm) in reading (82%) and spelling (78%). Grade 8 students exceeded the national average (Canadian Norm) in reading (87%), vocabulary (84%), spelling (82%) and mathematics (81%). Grade 9 students met the national average (Canadian Norm) in spelling (77%). This is the first time in the district's history that many students met, approached and exceeded the national average on the Canadian Achievement Tests (CAT 4's).</p>		

<p>Areas for Development for the region</p>	<p>4% decrease in the overall district attendance for 2020-21. This will be a focus of the 2021-22 BDDEC Strat Plan under Social Responsibility.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC was unable to participate in Alberta Achievement Tests (AAT's) due to cancellation related to COVID 19.</p>

## B. School Improvement Planning

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

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

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>School Improvement Plans are set with the BDDEC regional Strategic Plan for 2020-21. Data from 2019-20 school based SIP's will be shared out November and December of 2020.</p> <p>Principal meetings will be held three times a year via distance to review the progress of SIP's.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	77%	Sachs Harbour - no community members provided feedback and the DEA did not meet during the 2020 - 2021 school year. COVID restrictions reduced collaboration in all other communities.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	

<p>% of schools in the region for which final School Improvement Plans have been shared with the public.</p>	<p>100%</p>	<p>TBD</p>	<p>Final SIP's are to be shared with DEA's in the fall of 2021.</p>
<p>Areas of Strength for the region</p>	<p>Pre-populated SIP's were given to school admin teams. School leadership teams reviewed data and provided additional information into School Improvement Plans. SIP's lead to short term goals created at the school and classroom level. Data indicators in the Beaufort Delta are at record highs. i.e. CAT 4, District Wide Writes and Common Math Assessments.</p>		
<p>Areas for Development for the region</p>	<p>Improvements with common language in SIP's will be made in 2021-22.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Celebrating student achievement data has been difficult with COVID restrictions. BDDEC hopes to host large data celebrations in the fall. BDDEC wants to recognize students for their achievement and community members that support students. BDDEC also wants to acknowledge staff that contributed to student growth.</p>		

### C. Annual School Reviews

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

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

<p>Regional approach to the completion of <b>Annual School Reviews</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	81%	High Turnover rate and difficulties hiring. Covid restriction increased the use of substitute teachers (untrained teachers)
Areas of Strength for the region	All nine schools in the district created unified School Improvement Plans. The unification of the SIP's has been an ongoing three year project. The identification of key student achievement indicators in Literacy, Indigenous Languages, Numeracy and Social Responsibility had led to an improvement in student achievement.		
Areas for Development for the region	Data collection streamlining continues to be an area of growth for the district. The vision for data collection is it will be collected as efficiently as possible to cut down on time consumption. The focus for educators and students should be the analysis and understanding of data. In 2021-22 the Beaufort Delta Divisional Education will hire a new Data Consultant to streamline data collection.		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	<p>We (BBDEC) have met the national average (Canadian Norm) in percent of students at Stanine 4 and above in multiple grades.</p> <p>Grade 5 students met the national average (Canadian Norm) in reading (82%) and spelling (78%).</p> <p>Grade 8 students exceeded the national average (Canadian Norm) in reading (87%), vocabulary (84%), spelling (82%) and mathematics (81%).</p> <p>Grade 9 students met the national average (Canadian Norm) in spelling (77%).</p> <p>We (BDDEC) are approaching the national averages (Canadian Norm) in percent of students at Stanine 4 and above in multiple grades.</p> <p>Grade 4 students are approaching the national average (Canadian Norm) in vocabulary (66%), spelling (69%) and mathematics (72%).</p>		

	<p>Grade 5 students are approaching the national average (Canadian Norm) (76%) in writing conventions, (70%) vocabulary, (70 %) in mathematics.</p> <p>Grade 6 students are approaching the national average (Canadian Norm) (67%) reading, (69%) spelling, (59%) mathematics.</p> <p>Grade 7 students are approaching the national average (Canadian Norm) in spelling (70%), mathematics (70%), computation and estimation (68%).</p> <p>Grade 8 students are approaching the national average (Canadian Norm) in writing conventions (68%), computation and estimation (70%)</p> <p>Grade 9 students are approaching the national average (Canadian Norm) in reading (65%), mathematics (62%) and computation and estimation (63%).</p> <p>Highlights in the Beaufort Delta include the following:</p> <ul style="list-style-type: none"> <li>- System wide focus on SIP's (School Improvement Plans) that lead into our larger BDDEC Strat/Operating Plan &amp; Annual Report.</li> <li>- Pre-populated SIP's allowed for school leadership teams to move to data analysis quicker in 2020-21.</li> <li>- Classroom Teachers shifting their practice to reflect research based best strategies. "Self-Reflection: Elevating the Essentials Four Guiding Questions".</li> <li>- BDDEC responsive teaching cycle focused on data driving instruction.</li> <li>- Long Term Literacy Plan that now leads into the larger BDDEC Strat Plan/Operating Plan.</li> <li>- Successful coaching program over the past three years starting with Literacy and expanding to Numeracy.</li> <li>- Program Support Teachers leading CAT 4 implementation, supporting interventions and programs.</li> <li>- Additional support for Interventionists &amp; SA's from Jordan's Principle.</li> </ul>
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	<ul style="list-style-type: none"><li>- BDDEC walk by principals and senior administration prioritizing research based best practices, (GRR, GI &amp; Cognitive Guided Instruction).</li><li>- Indigenizing Education making literacy and numeracy more culturally relevant to our students.</li></ul>
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### D. Staff Evaluations

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

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

<p>Regional approach to the completion of <b>Staff Evaluations</b> including any specific information related to the COVID-19 pandemic.</p>	<p>All new staff as well as 5, 10,15 etc... will be formally evaluated by their supervisor.</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.	42	40	2 position changes
Number of principals and assistant principals formally evaluated in the school year.	3	3	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3	3	
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	Completion rate is nearing 100%.		
Areas for Development for the region	New principals require additional in-servicing on teacher evaluations.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID 19 made it difficult for travel to support evaluations of principals face to face.		



**E. Regional Training and In-Service**

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

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

<p><b>Regional Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Regional training and in-servicing will be held via Google Meets and Zoom this academic year. BDDEC Coordinators/Consultants and Assistant Superintendents will be responsible to provide training to Program Support Teachers, Instructional Coaches, Principals and at times school staffs.</p> <p>School-based Program Support Teachers and Instructional Coaches will provide job embedded training and in-servicing to school staff.</p> <p>Priorities for training and in-servicing will be Literacy, Numeracy, Inclusive Schooling, Social Responsibility and Indigenous Languages/Culture as per the 2020-2021 BDDEC Strategic Plan.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	<p>Literacy - all SAs received training on targeted reading &amp; writing interventions (Feb. 25)</p> <p>Social responsibility - TIEC provided all school staff with training on trauma informed practice</p>

<p>% of Regional training and in-service focused on shared priorities</p>	<p>100%</p>		<p>Student achievement in Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>- HIP resource training for PSTs</li> </ul> <p>Personalized and Inclusive Education</p> <ul style="list-style-type: none"> <li>- PSTs completed training on the renewed SSP process, and Classroom Support Plans</li> <li>- PSTs &amp; Principals with Grades 7-12 responsibilities completed training on Transition planning and IEPs for High School students</li> <li>- Principals &amp; PSTs completed training on Safe &amp; Caring Schools, Personal Emergency Response Plans, and the roles &amp; responsibilities of the School-Based Support Team</li> <li>- IS Team completed IEP Renewal training</li> </ul> <p>Student &amp; Educator Wellness</p> <ul style="list-style-type: none"> <li>- TAMI training (March 23)</li> </ul>
<p>Number of administration days dedicated to training and in-service.</p>	<p>3</p>	<p>3</p>	

% of collaborative STIP time dedicated to regional priorities	100%	85%	STIP time at the beginning of the year was dedicated to updating staff on Covid-19 regulations including meeting with public health, Workers Safety Compensation Commission, and the Northwest Territories Teachers Association.
Number of schools which implemented STIP as per the Ministerial Directive	9	9	
Areas of Strength for the region	District in-service hosted virtually. BDDEC shifted to Google Education in 2021. Google docs and shared virtual in-service allowed staff to access learning materials all year long.		
Areas for Development for the region	<p>A balance between district and territorial in-service scheduling in 2021-22 would be ideal.</p> <p>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 including any specific information related to the COVID-19 pandemic.	Focus on health and safety related to COVID 19 took priority for the August in-service in 2020.		

### F. Literacy Coordinators

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

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

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
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0.50	2.00	2.50	Literacy Consultant assigned to East 3 Elementary School. 1.5 Literacy Consultants based out of the BDDEC central office.		
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*\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.*

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

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

<p>Areas of Strength for the region</p>	<p>One BDDEC Literacy Coordinator took on the additional responsibility of training new Instructional Coaches across the district. Training was well received.</p> <p>School leadership teams benefited from having both an Instructional Coach and Program Support Teacher(s) in place.</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 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.</p>
<p>Areas for Development for the region</p>	<p>Knowledge of literacy &amp; instructional strategies is ongoing for new staff to the district.</p>
<p>Additional Comments for the region including any specific information related to the COVID-19 pandemic.</p>	<p>Turnover in the Beaufort Delta region continues to slow down the training process as many teachers receive literacy training and leave the district within one to two years.</p>

### G. Healthy Food for Learning

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

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

<p>Relevance of the <b>Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic:</b></p>	<p>The delivery of foods programs has been impacted by COVID 19 restrictions. All BDDEC schools provide a healthy foods program for students using a brown paper bag delivery.</p> <p>A large number of students are coming to school hungry. So this program is essential to help meet the basic needs of students so that they can reach their academic potential.</p> <p>Healthy foods promote healthy living, which increases the potential for wellness and student achievement. The Canada Food Guide is a resource available to ensure the appropriate food groups are used consistently and correctly.</p>
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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	Breakfast programs across the district were able to adapt to COVID-19 guidelines.		
Areas for Development for the region	There are no school wide lunch programs offered in the district. BDDEC is actively pursuing potential lunch programs for 2021-22 with community stakeholders.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	BDDEC will continue to explore safe ways to provide bagged meals or individualized plated meals.		

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

### H. Student Success Initiative

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

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<b>SSI Project Proposal Summary</b>	<p>The goals for the 2020-21 BDDEC SSI Project are as follows:</p> <p>The goals for the 2020-21 BDDEC SSI Project are as follows:</p> <ol style="list-style-type: none"> <li>1) Indigenize Teacher Planning. Increase access to MOODLE with BDDEC teacher designed lessons and unit plans.</li> <li>2) Data will be used to track and inform instruction. Teachers will be trained to access and use Dossier to inform instruction.</li> <li>3) In Professional Learning Communities all teachers will develop SMART goals. Schools will run 2 eight-week sequence of learning cycles.</li> </ol>
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<b>SSI Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% of teaching staff from across the region that participate in SSI PD activities.	100%	90%	Due to Covid-19 restrictions relating to duty travel combined with internet connectivity limitations, staff in small communities did not all have the opportunity to access the professional development.
% of support staff from across the region that participate in SSI PD activities.	80%	75%	Due to Covid-19 restrictions relating to duty travel combined with internet connectivity limitations, staff in small communities did not all have the opportunity to access the professional development.
<b>Areas of Strength</b>	The BDDEC Moodle continued to expand in 2020-21. Lesson plan collection led by the Indigenizing Coordinator and supported by BDDEC principals.		



	Educators were encouraged to share out one full Indigenized lesson plan by the spring of 2021. Lesson plans were reviewed by the BDDEC central office staff and examples shared out on BDDEC Moodle.
Areas for Development	The vision statement for the Beaufort Delta Divisional Education Council is: Capable Citizens through Indigenized Education. The long term 5 year vision of the district is to ensure that all long range plans, unit plans and lesson plans are Indigenized. This continues to be an area of development for the region.
Additional Comments	The Beaufort Delta Divisional Education Council continues to be a champion of Indigenized Education. Examples of the initiatives of the portfolio of Indigenized Education were shared with the District Education Council (DEC) in February. Specifically BDDEC's continued commitment to indigenize the Alberta based curriculum(s).

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

## I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <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	All safe school plans are submitted to the Superintendents via the CLEVR platform and are reviewed individually with principals.		
Areas for Development for the region	The DEC prioritized a more progressive bullying policy in 2021. This continues to be developed.		
Additional Comments for the region	Additional training with CLEVR is needed to build administrative capacity.		

### J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

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

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

<p>Regional approach to integration of evidence-based <b>healthy relationship programming</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC offers JK-3 WITS in all elementary schools. E3E extends WITS and others use 4-6 LEADS. The Fourth R is used in all junior highs and high schools.</p> <p>All schools will be teaching safe protocols for COVID 19, which will be embedded in their health curriculum.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools with JK-3 students offering WITS.	100%	100%	
% of schools with grade 4-6 students offering LEADS.	80%	80%	
% of schools with grade 7-9 students offering the Fourth R.	80%	80%	
% of schools with grade 10-11 students offering HRPP.	80%	80%	
Areas of Strength for the region	Schools have created WITS signs and students are now very familiar with WITS terms.		

Areas for Development for the region	New teachers to the district continue to learn WITS, LEADS and Fourth R.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

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

	IS	WITS – JK/K to Grade 6	WITS – JK/K to Grade 6 used lessons weekly	
	CPNS	WITS – JK/K to Grade 6	WITS – JK/K to Grade 6	
	MS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons	

### ***K. Second Language Education***

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

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

<b>School Name</b>	<b>Language of SL</b> ( <i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ</i> )	<b>Type of SL program</b> ( <i>core, immersion, intensive</i> )	<b>Grades of SL program</b> ( <i>per program type</i> )	<b>% of students enrolled</b> ( <i>per program type</i> )	<b>Frequency of SL Program</b> ( <i>min/week</i> )	<b>Actual Frequency of SL Program</b> ( <i>min/week</i> )	<b>Explanation for difference</b> ( <i>if applicable</i> )
MKS	Gwich'in & Inuvialuktun	Core	JK-10	100%	225 mins / week	225 mins / week	
CJS	Gwich'in	Core	JK-9	100%	150 mins/week	150 mins/week	
HKE	Inuinnaqtun	Core	JK-9	100%	225 mins / week	225 mins / week	
E3ES	Gwich'in & Inuvialuktun	Core	JK-6	100%	120 mins/week	120 mins/week	
E3ES	French	Immersion	K-6	11.6%	1500 mins/week	1500 mins/week	
E3SS	Gwich'in & Inuvialuktun	Core	7-9	90.5%	180 mins / week	180 mins / week	
E3SS	Gwich'in & Inuvialuktun	Core	10	17.5%	270 mins/week	270 mins/week	
E3SS	French	Immersion	7-9	9.5%	720 mins/week	720 mins/week	

## Operating Plan

AS	Inuvialuktun	Core	JK-9	100%	225 mins / week	225 mins / week	
AS	Inuvialuktun	Core	10-12	100%	300 mins / week	300 mins / week	
IS	Inuvialuktun	Core	JK-9	100%	150 mins / week (Grades JK-3) 250 mins / week (Grades 4-9)	150 mins / week (Grades JK-3) 250 mins / week (Grades 4-9)	
CPNS	Gwich'in	Core	JK-9	100%	250 mins / week	250 mins / week	
MS	Inuvialuktun	Core	JK-9	100%	150 mins / week	150 mins / week	

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

***L. Northern Distance Learning***

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

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

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

<b>School</b>	<b>Number of ISPs in place</b>	<b>Number of years at the school per ISP</b>	<b>Source of each ISP (CUSO volunteer, local hire, etc.)</b>	<b>Successes and challenges related to ISPs</b>
MKS	1	4	Local	
CJS	2	New	CUSO	
HKE	1	New	Local	
AS	1	1	Cuso	
MS	1	3	Local	



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

<p>Regional approach to <b>Northern Distance Learning</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC is the hub for NDL. We ensure small schools have access to academic courses that otherwise would be difficult to offer. Our team of consultants provide service to school in and out of district. Our teachers in Inuvik provide instruction to students across the NWT. Please note East Three Secondary School runs NDL and does not require NDL program for its students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of eligible high schools offering NDL classes.	100%	100%	
% of NDL course credits acquired within the school year.	100%	100%	
% of NDL students passing diploma exams (for NDL courses) written within the school year.	100%	100%	
Areas of Strength for the region	High percentage of students applying and being accepted into post-secondary. Academic marks have been improving, enrollment has been stable.		
Areas for Development for the region	Increased enrollment, LMS development for blended learning, teacher recruitment for NDL and professional development of those new teachers.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Due to the nature of this program, during the 2020-2021 school year, COVID-19 did not have a significant impact on the NDL program.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students taking NDL courses, per school.	MKS	3	3	
	CJS	3	3	
	HKE	2	2	
	AS	2	2	
	MS	5	5	
Number of NDL endpoints actively in use, per school.	MKS	2	2	
	CJS	1	1	
	HKS	2	2	
	AS	1	1	
	MS	1	1	

### 3. Inclusive Schooling

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

#### A. Regional Inclusive Schooling Coordinators

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

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

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
1.0	1.0		1.0	

***B. Program Support Teachers***

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

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

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
MKS	1.24	1.50		1.5	
CJS	1.24	1.25		1.0	Due to staffing requirements was not able to provide .25 PST allocation and maintain adequate class coverage.
HKE	1.01	1.00		1.0	
E3ES	3.25	3.00		3.00	Due to staffing challenges at times throughout the year there were only 2.00 PSTs in place.
E3SS	2.30	2.00		2.00	
AS	1.00	1.00		1.00	
IS	0.50	0.75		0.75	
CPNS	1.00	1.00		1.00	
MS	1.97	2.00		2.00	
<b>TOTAL</b>	<b>13.51</b>	<b>13.50</b>	Adjustments were made across these allocations to make hiring practical.	<b>13.25</b>	

**C. Support Assistants**

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

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

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

**D. Inclusive Schooling - Staff Development**

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

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

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$ 172,237	\$278,327.13	\$106,090.13 roll over from 2019-20	\$58,155.37	Due to Covid-19 restrictions on duty travel, staff were unable to attend in person sessions.

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

<b>Type of Training</b>	<b>Audience Intended (PSTs / Educators / Support Assistants / Principals)</b>	<b>Planned Topic</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
District PST In-service(Fall)	PSTs	TieNet, Inclusive Schooling Directive & COVID	Google Meets Nov 17-19	Yes - virtual inservice via ZOOM on Nov. 25-26, focus was on the Inclusive Schooling Directive, TieNet, and the BDDEC renewed SSP project.	
District PST In-service (Spring)	PSTs	School reviews/profiles	Google Meets May 11-13	Yes - virtual inservice via ZOOM on March 24-25, focus was on Classroom Support Plans, Referrals to HSS, SSPs, and SBSTs.	
SIVA & Self Care	SAs & PSTs	SIVA & Self-Care	Virtual Feb 10-12	BDDEC Trauma Informed Education Consultant provided in-person	No SIVA training was offered due

				training on self-care on STIP days (Nov. 10, March 9, April 19), and during the PD week (Feb. 22-26).	to COVID-19 travel restrictions.
Dr. Ross Green	SBSTs	The Explosive Child	Virtual Feb 10-12	No, unavailable at time requested	No training due to COVID-19 travel restrictions
Stacey Thurman	PSTs	Understanding FASD	Feb 10-12	No, will reschedule in 2022	No training due to COVID-19 travel restrictions
Monique Gray Smith	PSTs & Teachers	Resiliency	March 16 <sup>th</sup>	No, will reschedule in 2022	No training due to COVID-19 travel restrictions
Monthly PST Webinars	PSTs	Self Reg, FASD, TieNet, SSPs/IEPs	Google Meets Every 2 <sup>nd</sup> Thursday of the month	Virtual meetings were held via ZOOM on Safe & Caring Schools and Personal Emergency Response Plans (Feb. 8), on Transition Planning and Individual Education Plans (May 18), and Reporting and 2021 Fall Training (June 10)	No monthly webinars but on-going virtual support was offered via Google Classroom on working with SAs, Trauma Informed Practice, and Self-Regulation

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

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Inclusive Schooling professional development is provided to staff to equip them with requisite tools necessary for supporting students to reach their fullest potential while learning in a common learning environment. PD courses are available to all school staff including homeroom teachers, PSTs, and SAs. When needed, experts are contracted to provide additional training in various topics.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of <b>educators</b> that have been trained on developing and implementing IEPs this year.</p>	<p>100%</p>	<p>36%</p>	<p>PSTs and Principals/Assistant Principals received virtual training on the current IEP process. At the school level, teachers were trained by the PSTs during plan development. With 24 students on IEPs, this represents 36% of our total educators.</p> <p>The renewed IEP rollout was postponed. The RISC and Inclusive Schooling Consultant completed the training provided by SSW in preparation for training PSTs in 2021-22.</p>
<p>% of educators that have been trained on developing and implementing SSPs this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the use of flexible strategies this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the School-based Support Team process this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of principals that have been trained on their leadership role related to Inclusive Schooling this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of Support Assistants who have been trained on Inclusive Schooling this year.</p>	<p>70%</p>	<p>100%</p>	<p>An Inclusive Schooling Consultant position was added which facilitated additional training for SAs including</p>



			virtual training during the Fall in-service, a dedicated Support Assistant Google classroom, and in-person training during school visits, STIP days, and the PD week.
% 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.	75%	45%	Due to COVID-19 travel restrictions, there was no region wide in-school training on assistive technology other than that provided by PSTs, the Inclusive Schooling team, and HSS.
Areas of Strength for the region	This year, the BDDEC provided extensive training, and in-school support on developing Student Support Plans using Flexible strategies. As part of this process, school teams were trained to use the Classroom Support Plan to focus the work of the PST, and promote the use of UDL for classroom teachers. The BDDEC Inclusive Schooling team completed comprehensive reviews of all SSPs providing specific feedback, and ensuring parent/guardian communication logs were completed and uploaded to TieNet for all students on MEPs.		
Areas for Development for the region	Next year, the BDDEC Inclusive Schooling team plans to focus on IEP development. A second area for development is training for, and use of, Assistive Technology.		
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	COVID-19 travel restrictions inspired creative solutions to planning and communication with SSW. The BDDEC Inclusive Schooling team collaborated with SSW to deliver joint training to PSTs and Principals via ZOOM. This was highly successful and allowed increased training opportunities for the BDDEC Principals on Inclusive Schooling.		

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).

<b>Name of Contractor</b>	<b>Type of Service</b>	<b>Reason for the Service</b>	<b>School(s) impacted by Service</b>	<b>Length of Contract</b>	<b>Total (\$)</b>
Dean Educational & Psychological Consulting	Educational Psychologist Assessments	No in-house certified educational psychologist	E3ES, E3SS, CJS	Sept - June	\$69,719.13

***E. Assistive Technology***

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

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

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$153,828	\$371.59	Reading A-Z	576,971.21 (\$423,143.21 over)
	\$1,416.00	STAR Penny Program	
	\$500.00	iTunes cards to support apps	
	\$572,928.62	Computer supplies & equipment	
	\$1,755.00	Freight	

### *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.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference <i>(if applicable)</i></b>	<b>Actual (\$)</b>	<b>Explanation for Difference <i>(if applicable)</i></b>
MKS	\$25,299	\$28,299	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$25,299	
CJS	\$25,219	\$35,219	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$25,219	
HKS	\$25,112	\$35,112	1.0 Trauma Informed Education Consultants hired to address behavioural, social, emotional and healing issues.	\$25,112	
E3ES	\$63,809	\$83,809	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$63,809	
E3SS	\$20,513	\$30,513	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$20,513	
AS	\$15,476	\$25,476	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$15,476	
IS	\$16,781	\$26,781	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$16,781	
CPNS	\$34,222	\$54,222	1.0 Trauma Informed Education Consultant hired to address	\$34,222	

			behavioural, social, emotional and healing issues.		
MS	\$25,299	\$35,299	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$25,105.57	
<b>TOTAL</b>	\$226,431	\$354,730		\$226,237.57	COVID 19 made travel difficult and reduced expenses.

### ***F. Alignment of Student Supports***

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

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

<p>Regional approach to ensure that <b>student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</b></p>	<p>The BDDEC RISC as well one BDDEC Assistant Superintendent will support PD for PSTs on SSPs and IEPs. TIEC &amp; SA Consultants will also provide support for SSPs/IEPs.</p> <p>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.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
<p>% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of IEPs that will be reviewed and revised (if necessary) at each reporting period.</p>	<p>100%</p>	<p>25%</p>	<p>The BDDEC Superintendents and Inclusive Schooling team identified in the fall a need to provide additional training with regards to reviewing and revising IEPs.</p> <p>Extensive training with regards to contacting parents/guardians for permission to write an IEP, communicating with parents/guardians about the ability to contribute to an IEP, and communicating both goals and progress quarterly with parents, was provided to PSTs</p>

			through sessions offered in March & April.
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	50%	The BDDEC Superintendents and Inclusive Schooling team identified SSPs as an area of need and provided intensive training and support in the first semester. By the third quarter, 100% of teachers implemented all required supports identified in SSPs.
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	10%	15%	Due to COVID-19 school shutdowns and the resulting break in learning, our schools experienced an increased need for intensive, pull-out intervention delivered by JP SAs.
Number of students not able to participate in the Common Learning Environment in their home community.	0	53	These students were unable to attend in-person learning this year due to COVID-19 restrictions as they were 19+ years-old.
% 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.	7	7	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Once	Once	
Number of times per year that the RISC meet with the PSTs in person	3 times per year	0	Due to COVID-19 travel restrictions there were no face-to-face PST meetings. All PSTs had individual in person meetings with the RISC and/or IC during school visits.

<p>Areas of Strength for the region</p>	<p>Following the comprehensive SSP renewal project in the BDDEC, teachers are now collaborating with the PSTs to use Class Profiles, Class Reviews, and Classroom Support Plans in their lesson planning. This has resulted in an increase in teachers using differentiated planning to reflect the strategies identified in the SSPs.</p> <p>The BDDEC Inclusive Schooling team completed a full review of all SSPs and IEPs. All student plans are finalized, and all MEPs and IEPs have supporting documentation uploaded in TieNet.</p>
<p>Areas for Development for the region</p>	<p>Next year, the BDDEC Inclusive Schooling team plans to focus on ensuring that all IEPs are reviewed and revised (as necessary) at each reporting period.</p> <p>A second area for development is reducing the % of time support is offered to students through individual or small group pull-outs, and increasing the % of time PSTs are offering 'push in' classroom support.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>53 mature BDDEC students were unable to attend school in-person due to COVID re-entry restrictions.</p>



### G. 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 <b>flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</b></p>	<p>Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment.</p> <p>Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school’s staff via Google Meets &amp; Zoom.</p> <p>BDDEC has created plexi-glass protectors for staff and students to allow for SAs and instructors to work with students in close proximity.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	100%	75%	Due to year-long staff shortages and increased staff absences due to heightened COVID-19 restrictions, PSTs were routinely redeployed to cover classroom instruction. In addition, some of our PST positions remained vacant for the majority of the school year.
% of support assistants who receive support through adequate scheduled time with PST.	60%	79%	An Inclusive Schooling Consultant position was added which facilitated support for PSTs in the area of working with SAs.
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	

<p>% of classroom teachers who will meet with the PST at least once a month.</p>	<p>100%</p>	<p>87%</p>	<p>Due to increased COVID-19 cleaning protocols, restrictions on gathering in the workplace, and reassignment of spaces within the schools to meet COVID opening plans, our schools experienced challenges with maintaining monthly in-person meetings and had to rely on email communication.</p>
<p>% of support assistants who will meet with PST at least once a month.</p>	<p>100%</p>	<p>77%</p>	<p>Due to increased COVID -19 cleaning protocols, restrictions on gathering in the workplace, and reassignment of spaces within the schools to meet COVID opening plans, our schools experienced challenges with maintaining monthly in-person meetings and had to rely on email communication.</p>
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100%</p>	<p>44%</p>	<p>Adjusted class schedules to meet COVID-19 class size restrictions impacted unassigned time teachers had available to meet with SAs. This in combination with SAs six-hour work day meant that teacher-SA meetings mostly happened on STIP days.</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>Due to COVID-19 restrictions our schools offered limited to no extra-curricular activities.</p>
<p>Areas of Strength for the region</p>	<p>This year BDDEC built a three-person Inclusive Schooling team. This facilitated increased time for targeted support and training for PSTs in their work with SAs.</p>		
<p>Areas for Development for the region</p>	<p>The BDDEC Inclusive Schooling team has identified that we need to work with Principals and PSTs to ensure that SAs</p>		

	and classroom teachers have regular meeting time in 2021-22.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID-19 restrictions impacted our ability to meet our targets in this section.

### H. School-based Support Team

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

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

<p>Regional approach to ensure that the <b>SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</b></p>	<p>School Based Support Team meetings are scheduled at all nine schools in the district. Students can be referred for additional support to the SBSTs by classroom teachers. Weekly SBST meetings will occur in all schools with core members-the principal, PST, counselor, relevant teacher (s), and occasional members such as parents as needed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of schools that have an established and operational SBST by the end of the first month of school.</p>	100%	67%	<p>A number of our schools were short staffed at the beginning of the school year. This resulted in PSTs being redeployed, some of our PST positions were not filled until after October 1.</p>
<p>% of teachers accessing the SBST</p>	100%	55%	<p>Reopening plans restricted unassigned teacher time to meet class size guidelines. This made it challenging for all teachers to access the SBST.</p>
<p>% of schools that are using referral forms to notify SBST about specific student needs.</p>	100%	58%	<p>With turnover in the RISC position, we did not have a formalized SBST referral process in place. Principals and PSTs were trained on the</p>

			SBST in collaboration with ECE SSW in March. For next year, we will be implementing a standard referral process
% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers	100%	25%	Our SBSTs split their time with ~50% of their meeting time spent on solving specific problems, and ~25% of their time spent on strategies to support teachers.
% of SBST meetings that focus on solving specific problems	100%	50%	Our SBSTs split their time with ~50% of their meeting time spent on solving specific problems, and ~25% of their time spent on strategies to support teachers.
% of SBST meetings that address systemic issues in the school	25%	25%	
Areas of Strength for the region	We created a standardized SBST meeting minute form and set up folders for each school in G-suite. SBST minutes are now uploaded into the folders allowing the RISCs to access and review them.		
Areas for Development for the region	For the 2021-22 school year we will be creating a standardized referral process for SBSTs.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Reopening plans, staff shortages, and turnover in the RISC position resulted in delays in our SBSTs starting in some schools. We collaborated with ECE SSW to provide training to all PSTs and Principals in March to address this need.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MKS	Twice a week for two hours	Twice a week for two hours	
	CJS	30 minutes per student based on #of referrals/month	30 minutes per student based on #of	

			referrals/month	
	HKE	Weekly / 60 mins	Weekly / 60 mins	
	E3ES	240 mins/month	240 mins/month	
	E3SS	4 times a month, approx. 80 minutes/meeting	4 times a month, approx. 80 minutes/meeting	
	AS	Weekly / 60 mins	Weekly / 60 mins	
	IS	Daily	Daily	
	CPNS	Monthly for (60 minutes) for referrals and intakes	Monthly for (60 minutes) for referrals and intakes	
	MS	One hour bi weekly	One hour bi weekly	

### I. Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The BDDEC RISC, TIEC &amp; SA Consultants and BDDEC Assistant Superintendent will support PD for PSTs on SSPs and IEPs. SSPs/IEPs will be reviewed to ensure they are not just a long list of good teaching practices but are reflective of specific needs. PSTs and Principals will review SSPs a minimum of four times per year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers 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%	20%	Our school reopening plans restricted access to the buildings in the fall. This impacted direct parent involvement in the development of SSPs.
% of parents participating in developing IEPs for those students requiring them.	100%	25%	Our school reopening plans restricted access to the buildings in the fall. This impacted direct parent involvement in the development of IEPs. Parents were involved in ZOOM and teleconferences to review the IEP with the school team.

<p>% of students participating in developing their own SSPs, when required and appropriate.</p>	<p>100%</p>	<p>28%</p>	<p>This year we began training our PSTs on the SSP development process in the second quarter. We concentrated on working with PSTs and teachers. Next year we will work on having teachers include students in developing their SSPs when appropriate.</p>
<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>100%</p>	<p>38%</p>	<p>With the IEP renewal process slated for 2021-22, we did not focus on IEPs this year. Next year we will work with PSTs on including students in developing their IEPs when appropriate.</p>
<p>Areas of Strength for the region</p>	<p>This year we worked on the SSP development process. As a result of the training and support, all classroom teachers wrote SSPs for their students with consultation from the PSTs rather than having the PST create the SSP with consultation from the teacher.</p>		
<p>Areas for Development for the region</p>	<p>For the 2021-22 school year, we plan to work on the IEP process and on increasing student involvement in their program plans when appropriate.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			



### J. PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>All PSTs in 2020-2021 in BDDEC will spend no less than 60% of their time engaged in activities directly supporting classroom teachers. The PST priorities are set at the beginning of the school year based on student need and reinforced by the administration.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of PSTs meeting the 60% benchmark of their time directly supporting teachers.</p>	<p>100%</p>	<p>42%</p>	<p>Due to staff shortages and increased staff absences due to heightened COVID-19 restrictions, PSTs were routinely redeployed to cover classroom instruction.</p>
<p>% of PSTs meeting the 25% benchmark of their time directly supporting students.</p>	<p>100%</p>	<p>75%</p>	<p>Due to COVID-19 school shutdowns and the resulting break in learning as well as poor attendance due to heightened COVID restrictions, our students experienced an increased need for intensive, pull-out intervention delivered by the PST.</p>

<p>% of PSTs spending no more than 15% of their time on planning and organizational duties.</p>	<p>100%</p>	<p>50%</p>	<p>COVID-19 increased the need for tracking and record keeping as our schools supported students engaged in remote learning.</p>
<p>Areas of Strength for the region</p>	<p>PSTs were actively engaged in a new PD with the Regional Inclusive Schooling Team. Updates to student support plans were made to ensure barrier skills were identified that help students bridge learning gaps.</p>		
<p>Areas for Development for the region</p>	<p>Next year, as COVID-19 restrictions ease, we plan to focus on having our PSTs meet the time use guidelines.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>This year, PSTs were directly involved in implementing and supporting a number of the COVID-19 specific protocols. This impacted their ability to meet the time use guidelines.</p>		

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## 4. Indigenous Languages and Education

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

### A. Regional Indigenous Language and Education Coordinators

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

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

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
1.00	1.50	0.5 Indigenizing Coordinator / Consultant  1.0 RILE Consultant	1.50	

***B. Indigenous Language Instructors***

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

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for difference (if applicable)</b>
MKS	1.56	2.0	BDDEC increased allocation to 2 IL instructors	2.0	
CJS	1.55	1.0		1.0	
HKE	1.33	1.0		1.0	
E3ES	3.36	3.80	0.8 Language Assistant allocated for East 3 Elem.	4.60	New 0.8 Language Assistant added
E3SS	2.00	2.00		2.00	
AS	1.00	1.00		1.00	
IS	0.50	0.75		0.75	
CPNS	0.75	1.0		1.0	
MS	2.42	2.0		2.0	
<b>TOTAL</b>	<b>14.47</b>	<b>14.55</b>		<b>15.35</b>	

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

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

### C. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 <sup>rd</sup> Party Funding (\$) & Source (If applicable)
MKS	\$40,200	\$78,052		\$21,287.93	COVID 19	
CJS	\$40,200	\$67,067.71		\$17,662.92	COVID 19	
HKE	\$43,800	\$81,403.75		\$17,262.76	COVID 19	
E3ES	\$59,290	\$78,279.46		\$7,788.32	COVID 19	
E3SS	\$36,500	\$85,650.29		\$5,206.89	COVID 19	
AS	\$36,500	\$70,425.21		\$12,017.36	COVID 19	
IS	\$34,500	\$68,645.59		\$7,612.75	COVID 19	
CPNS	\$42,600	\$73,575.64		\$12,374.15	COVID 19	
MS	\$40,200	\$45,535.53		\$33,570.02	COVID 19	
<b>TOTAL</b>	<b>\$359,000</b>	<b>\$648,635.18</b>		<b>\$165,083.10</b>	Due to Covid-19 restrictions and elders being concerned with taking part in gatherings	

### D. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>ILE Committee at each school works with and is supported the Regional Indigenizing Education Team (RILE, Indigenizing Coordinator &amp; Assistant Superintendent).</p> <p>Local ILE committees will help facilitate the development of cultural calendars and follow up meetings about the progress of cultural calendars. RILE &amp; Indigenizing Consultant will also support cultural calendars.</p> <p>All schools will develop a cultural calendar with input from local Elders and local traditional knowledge keepers. Local cultural calendars will be used for the creation of units plans by teachers and school community events.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with an ILE Committee	100%	100%	
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%	22%	COVID made daily programming difficult as elders were not allowed into

			the building. We did have elders participate in events outside.
% of schools hosting community <b>gatherings</b> rooted in local cultures	100%	22%	COVID made community gatherings at the school difficult. Some schools with camps outside did have elders and Traditional Knowledge Keepers participate in gatherings.
Areas of Strength for the region	Frequency of day trips in many BDDEC schools increased in 2020-21 as a result of COVID 19. Frequent day trips as opposed to longer overnight excursions did provide an increased opportunity for more staff specifically to become involved in OTL program(s).		
Areas for Development for the region	Increase of Elders participation at each school in 2021-22. COVID 19 greatly diminished our Elders in the School Program in 2020-21. We look forward to working more with Elders and Traditional Knowledge Keepers in 2021-22.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Elders will not be part of day trips due to COVID 19 restrictions.  The use of a day camp at Chief Paul Niditchi School was an example of continued school-community relations despite COVID 19. The proximity of the camp to the school and the community made it accessible for staff, students, elders and traditional knowledge keepers.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	MKS	COVID	COVID	
	CJS	COVID	COVID	
	HKS	COVID	COVID	



	E3ES	COVID	COVID	
	E3SS	COVID	COVID	
	AS	COVID	COVID	
	IS	COVID	COVID	
	CPNS	COVID	COVID	
	MS	COVID	COVID	
Types of events/ projects involving cultural resource people per grade level	MKS	Day trips & Videos	Day trips & Videos	
	CJS	Day trips & Videos	Day trips & Videos	
	HKS	Day trips & Videos	Day trips & Videos	
	E3ES	Day trips & Videos	Day trips & Videos	
	E3SS	Day trips & Videos	Day trips & Videos	
	AS	Day trips & Videos	Day trips & Videos	
	IS	Day trips & Videos	Day trips & Videos	
	CPNS	Day trips & Videos	Day trips & Videos	
	MS	Day trips & Videos	Day trips & Videos	
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	MKS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	<b>COVID</b>

	CJS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	HKS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	E3ES	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	E3SS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	AS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	IS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID	COVID

			restrictions lifted.	
	CPNS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	MS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
# of ILE Plan goals met, not yet met or still in progress	MKS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	CJS	In Progress	81.2% of students	

			<p>speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	<p>HKE</p>	<p>In Progress</p>	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following</p>	

			<p>a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	E3ES	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	E3SS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p>	

			<p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	AS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	IS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students</p>	

			<p>speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	<p>CPNS</p>	<p>In Progress</p>	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	

	MS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
<p>Type of Indigenous content visible within school within school and % of school used to display content. <i>(e.g. artifacts, Indigenous role models, Elders' wall, etc.)</i></p>	MKS	65% Artwork Elders photos	65% Artwork Elders photos	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	CJS	30% Artwork Elders Photos	30% Artwork Elders Photos	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	HKE	59% Display Case Artifacts	59% Display Case Artifacts	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	E3ES	25%	25%	Typically Indigenous content is generated through projects at the



		Artwork Artifacts	Artwork Artifacts	school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	E3SS	25% Artwork Artifacts	25% Artwork Artifacts	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	AS	35% Artwork	35% Artwork	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	IS	50% Artwork Elders photos	50% Artwork Elders photos	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	CPNS	30% Elders wall Artwork	30% Elders wall Artwork	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	MS	38% Elders photos Artwork	38% Elders photos Artwork	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.

### ***E. Strengthening Training for Northern Educators***

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>All schools will be in-serviced on ILE handbook, BDDEC Indigenizing Education support resources, DK and IQ support resources, and Indigenized Lesson Planning either in person, or virtually with Google Meets &amp; Zoom.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference <i>(if applicable)</i></b>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	42 New staff at N2N virtual conferences.	42 New staff at N2N virtual conferences.	
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	In BDDEC, we have a comprehensive repertoire of training resources for teachers to access via Moodle		

	<p>which includes infographics to assist in planning curricular integration with key cultural experiences, as well as orientation materials for the ILEH and the DK and IQ curriculums. Teachers receive in person support from the RILE and IEC to assist in holistic planning and culture based lessons using established cultural calendars at each school site . The RILE and IEC work with schools to coordinate planning of culture based units with classroom teachers and ILIs.</p>
<p>Areas for Development for the region</p>	<p>In 2021-2022 as part of the Long Range Plan revamp the goal is for teachers to look strategically at planning of units and concepts in relation to the activities included in school cultural calendars and hopefully to increase the integration of Elders and community resource people as part of this process.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID 19 cancelled travel for in-servicing in person.</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.</p>	MKS	<p>Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe.</p>	<p>100% of staff participated</p>	
	CJS	<p>Regional In-service provided one day of</p>	<p>100% of staff participated</p>	

		Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	HKE	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	E3ES	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	E3SS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and	100% of staff participated	

		bannock recipe		
	AS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	IS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	CPNS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	MS	Regional In-service provided one day of	100% of staff participated	

		Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
<p><b>Number of local resource people</b> and type of involvement in Cultural Orientation activities.</p>	MKS	1 (Elder Video)	<b>Video</b>	
	CJS	1 (Elder Video)	<b>Video</b>	
	HKE	1 (Elder Video)	<b>Video</b>	
	E3ES	1 (Elder Video)	<b>Elders participated outside</b>	
	E3SS	1 (Elder Video)	<b>Elders participated outside</b>	
	AS	1 (Elder Video)	<b>Video</b>	
	IS	1 (Elder Video)	<b>Video</b>	
	CPNS	1 (Elder Video)	<b>Elders participated outside</b>	
	MS	1 (Elder Video)	<b>Video</b>	

### ***F. Employing a Whole School Approach to Language Use***

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (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 in-serviced virtually.</p> <p>Whole School Approach to language targets set in the BDDEC regional strategic plan. 80% of students speaking 12 of the traditional greetings of their home community. 100% of teachers will learn the 12 traditional greetings by May 2021. The BDDEC strategic plan encourages the use IL language for instructors and students. The BDDEC strategic plan is also encouraging parents to participate in the use of IL language(s). A target of 50% of parents discussing their child’s language level has been set for 2020-21.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	All outside excursions and programs included a language element at every school in the district.		

	Classroom teachers participated in language classes with students. Basic signage and greetings used and displayed in the classes.
Areas for Development for the region	Regular Elder participation in school programming in 2021-22 will improve language acquisition.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid 19 made Elder participating in school language programs difficult.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	MKS	IL Committee, new words put on TV in foyer.	Tv model continued, creation of in school word wall, ILIs assisted classroom teachers with unit specific vocabulary	
	CJS	Signage; Classroom teachers support IL language in core subjects.	Classroom teachers participated in language classes with students. Basic signage and greetings used and displayed in the classes.	
	HKE	100% of students will participate in weekly day trip excursions	All excursions and programs included a language element.	Due to Covid 19 restrictions the frequency and type of excursions was adjusted to a monthly and/or quarterly basis.



	<p>E3ES</p>	<p>ILE Handbook Implementation; STIP Action Plans - ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee</p>	<p>Staff were directly inserviced on the Indigenous Language and Education Handbook and School Improvement Plans included language initiatives for staff. Whole school projects included language support and integration from ILIs and community language speakers.</p>	
	<p>E3SS</p>	<ul style="list-style-type: none"> <li>- Use of language apps on purchased tablets</li> <li>- Signage throughout the school</li> <li>- Posters with key words and phrases in classrooms</li> <li>- Use of languages in announcements             <ul style="list-style-type: none"> <li>- Culture and Languages PLC</li> </ul> </li> </ul>	<p>Announcements include languages of the community, staff and students engage in Oral Proficiency Assessment, and signage is displayed throughout the school in the languages of the community.</p>	

	AS	Indigenous language activities in all classrooms	ILI support was available to all classroom teachers cultural displays and culture based lessons included the language of the community whenever possible.	
	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.	Indigenous Language Instructor was new in the school this year. Inservicing and supports were given to help ILI transition into the role and support the classroom teachers wherever possible.
	CPNS	Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming monthly teaching plan	Indigenous Language Instructor and school staff worked collaboratively to create language video tutorials on a Google Classroom in order to help teachers practice OLC unit language due to COVID 19 restrictions which made the face to	

			<p>face whole school approach challenging. Key Cultural Experiences included relevant language wherever possible.</p>	
	<p>MS</p>	<p>ILE Action Plan</p> <ol style="list-style-type: none"> <li>1. Language use in all classrooms</li> <li>2. Language use during announcements</li> <li>3. School signage</li> </ol>	<p>Announcements include languages of the community, staff and students engage in Oral Proficiency Assessment, and signage is displayed throughout the school in the languages of the community. Whole school projects included relevant language with support from ILIs.</p>	

### G. Indigenizing Teaching & Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, <b>including any specific information related to the COVID-19 pandemic.</b> (required 2021)</p>	<p>Indigenizing Education Coordinator and Regional Indigenous Language Educator (RILE) to in-service all schools online in 2020-21. RILE &amp; Indig Coordinator support Indigenizing programming.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools engaging in professional development related to developing Indigenizing teaching and learning practices</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Examples of Indigenized Teaching and Learning practices in the Beaufort Delta:</p> <ul style="list-style-type: none"> <li>- All schools follow Cultural Calendars 2020-21</li> <li>- Collaborative Units in Grades 7-9</li> </ul>		

	<ul style="list-style-type: none"> <li>- Dene Kede &amp; Inuuqatugiit Curriculum(s) mandatory</li> <li>- Whole School Approach to Languages all schools have language proficiency targets and traditional greetings targets</li> <li>- ILE Committees in every school</li> <li>- School/Community Camps - Day Trips</li> <li>- School Environment &amp; Physical Space becoming Indigenized</li> <li>- Individual &amp; Co-developed lesson plans for cultural experiences</li> <li>- Interdisciplinary Planning to include science &amp; math on the land</li> <li>- Indigenizing Program Consultant that works with Regional Indigenous Languages Educator (RILE).</li> </ul>
<p>Areas for Development for the region</p>	<p>In 2021-2022 the areas of focus for the region will include direct inservicing of the Indigenous Teaching and Learning Principals and their connection to the DK and IQ, as well as how these relate to long range, unit and lesson planning.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

<p><b>School Specific Performance Indicators</b></p>	<p><b>School</b></p>	<p><b>School Targets</b></p>	<p><b>Achieved Results</b></p>	<p><b>Explanation for difference</b> <i>(if applicable)</i></p>
<p>Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school.</p>	<p>MKS</p>	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with</p>	<p>On site Inservicing for the whole staff on culture based unit planning including</p>	<p>Indigenous Language and Education Handbook training was a review of the previous year and will be attended to</p>

<p><i>(e.g. holistic, relational, spiral and experiential)</i></p>		<p>Indigenizing units made available to all teachers.</p> <p>Support from Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Indigenous Teaching and Learning principals. Whole school projects which included integrated planning with the DK and IQ as well as core subject outcomes.</p>	<p>more thoroughly in 2021-22 when the final draft is released.</p>
	<p>CJS</p>	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p>	<p>IEC and RILE support was focused on new teachers in the school especially related to the DK and ILEH. Teachers received support for holistic planning through the IE Google Classroom and the BDDEC culture based lesson plan collection initiative.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>

		<p>All teachers to receive ILE handbook training by May 2021</p>		
	<p>HKE</p>	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>HKE teachers met monthly via zoom and teleconference with the IEC to develop monthly cultural calendar aligned teaching plans. Staff participated in inservicing related to culture based unit and lesson planning to support the BDDEC culture based lesson plan collection initiative.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	<p>E3ES</p>	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made</p>	<p>Classroom teachers received inservicing and support through the culture based lesson plan collection initiative as well as virtual sessions on the DK and IQ.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>

		<p>available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Whole school projects were jointly supported by the IEC and RILE. Teachers were inserviced on the IE Google Classroom.</p>	
	E3SS	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Classroom teachers received support via the cultural calendar and the school's OTL coordinator. Staff received virtual inservicing on the ILEH and DK and IQ curricula.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	AS	<p><b>Holistic</b></p>	<p>Staff received virtual</p>	<p>ILEH training was a review of the</p>



		<p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>support for culture based lesson planning with the IEC. Staff also participated in virtual training and support for implementation of the IQ curriculum.</p>	<p>previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	IS	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p>	<p>RILE and IEC support was focused on the ILI teacher. Staff had quarterly virtual sessions with IEC.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>

		<p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>		
	CPNS	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Teachers received PD on integrating land based education and cultural lesson planning with the IEC as well as virtual sessions on the DK. Teachers were inserviced on Indigenous Teaching and Learning Principals and on integrating core curriculum during Key Cultural Experiences.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	MS	<p><b>Holistic</b></p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p>	<p>Teachers received targeted bi monthly support from RILE and IEC</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the</p>

		<p>BDDEC Moodle &amp; Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets &amp; Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit &amp; Dene Kede curriculum monitored by IL Coordinator &amp; Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>as well as support for whole school projects which represented culturally integrated unit planning with the IQ and language integration.</p>	<p>final draft is released.</p>
<p>Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.</p>	<p>MKS</p>	<p><b>Holistic</b></p> <p>School wide approach to strengthening our cultural languages &amp; traditions - IL committee working with IL Instructors providing cultural materials to JK-12 classrooms.</p> <p>Television scrolling both Gwich'in and Inuvialuit indigenous languages.</p>	<p>Classroom teaching, key cultural experiences, and OTL programs included core curriculum and partnerships between ILIs, classroom teachers and community (whenever possible).</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	<p>CJS</p>	<p><b>Relational</b></p> <p>Use of Indigenous mentor texts, regular on the land day trips.</p>	<p>Classroom teachers received support to locate and</p>	<p>Due to Covid 19 restrictions the relational and experiential learning</p>

			<p>access culturally relevant texts from the community and school based Indigenized library. Key cultural experiences involved approved community members wherever possible to connect learning to the people of the community.</p>	<p>opportunities were a challenge and did not happen with the same frequency.</p>
	<p>HKE</p>	<p><b>Spiral, Holistic, Experiential &amp; Relational</b> Cultural Calendar which guides unit plans, lesson plans.</p>	<p>Teachers engaged in holistic planning and connected learning to the community wherever possible. Land based and cultural activities offered students the ability to review and practice skills in a spiral nature in order to internalize learning aspects through</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>

			repeated practice and exposure (ice collecting, print making etc)	
	E3ES	<p><b>Relational</b></p> <p>O Canada; Indigenous Greetings; Signage; On-The-Land Day Activities</p> <p>Grade level and individual class proposals for day cultural activities</p>	<p>Teachers collaborated on a school based cultural calendar in conjunction with community based ILLs that reflects the activities of the community (relational). The activities (Boot Lake, Geese camps etc) are familiar and offer Spiral learning opportunities. Working with the OTL coordinator and IEC/RILE helped teachers organize Experiential learning opportunities to teach and assess core curriculum outcomes.</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	E3SS	<p><b>Experiential</b></p>	<p>Teachers were able to access</p>	<p>Due to Covid 19 restrictions the</p>

		<ul style="list-style-type: none"> <li>-Use of new Google Classroom &amp; Moodle repository of cultural lesson and unit plans</li> <li>- On the Land Program (Day Trips)</li> <li>- School-wide approach to language</li> <li>- Use of both Dene Kene and Inuuqatigiit Curricula</li> </ul>	<p>BDDEC Indigenizing education resources (Moodle, Google Classroom etc) to adapt and employ culture based lessons and integrate land based learning into the classroom (relational, Spiral and Experiential) E3SS OTL excursions are curricularly integrated and include students and classroom teachers.</p>	<p>relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	AS	<p style="text-align: center;"><b>Holistic, Experiential &amp; Relational</b></p> <p>Day cultural activities. New IL language classroom signs in all rooms.</p>	<p>Teachers employed knowledge about the IQ and community in lessons that engaged the community (relational) and they worked with the ILI to make culturally relevant lessons. OTL excursions and key</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>

			cultural experiences (fishing, nature hikes etc) happened in the spring.	
	IS	<p><b>Relational</b></p> <p>O Canada; Indigenous Greetings; Signage; Various grade level day cultural activities including sewing and artwork.</p>	<p>The ILI helped teachers integrate culturally relevant signage and language into the school as well as took the lead on experiential learning activities. Community connections of the ILI helped ensure relational learning was a focus.</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	CPNS	<p><b>Holistic</b></p> <p>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.</p> <p>New Cultural Unit planner and Cultural Calendar used by all teachers.</p>	<p>All aspects of learning at CPNS reflected the community and included an element of experiential learning (day trips, key cultural experiences and Outdoor learning) Students learn skills and practise known skills</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge, but CPNS was able to plan and organize many following the school's opening plans and navigating the restrictions safely.</p>

			<p>consistently with ILI and classroom teachers. Teachers are regularly creating and implementing culture based lessons and units using the Moodle and Google Classroom resources.</p>	
	<p>MS</p>	<p><b>Spiral, Holistic, Experiential &amp; Relational</b></p> <p>Outdoor classes in school tent, On-The-Land lessons, Hands on activities, Creating local culturally relevant resources, Whole School Approach to Language.</p>	<p>Teachers worked collaboratively to organize a whole school cultural Art exhibit which included relational and spiral learning. There were OTL excursions (Igloo building and dog sledding) which allowed for experiential learning and integration into the Art exhibit. Integrated planning was evident in the submitted culture based lesson plans.</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>



## H. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Indigenizing Education is part of the BDDEC 2020-21 strategic plan. An Indigenizing Coordinator in place since 2019 to support teachers and schools across the district. 2020-21 all schools will use a cultural calendar. Cultural calendars are specific to each community and provide teachers unique seasonal activities to design unit plans.</p> <p>The Indigenizing Coordinator has created a cultural unit plan template provided to all staff on jump drives and BDDEC open Google Drive. Google Classroom designed to support Indigenizing Education for all teachers. Dene Kede &amp; Inuuqatigiit curriculum provided to all teachers on district jump drives and open Google Drive. Unit planning instructional support videos created by Assistant Superintendent &amp; Indigenizing Coordinator for all teachers.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
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<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>BDDEC teachers have access to a wide variety of support documents, resources, inservicing and webinars to assist in Indigenizing content for curricula and programming. These are available to teachers through RILE and IEC training and support, an open Moodle course which includes support presentations and a repository of vetted cultural based lesson plans for grades JK-12. In addition, teachers have access to an Indigenizing Education Google Classroom with modules created according to the basic seasonal activities in all BDDEC communities. These modules are curricularly linked and offer students and teachers inquiry style land based learning activities.</p> <p>RILE and IEC support for classroom teachers is readily available to help with the integration of DK and IQ themes as well as the Indigenous Teaching and Learning Principles.</p>		
<p>Areas for Development for the region</p>	<p>As part of the Long Range Plan revamp in 2021-2022 teachers will receive support and training to integrate DK and IQ themes and principles into unit and lesson planning as well as a deeper look into the Indigenous Teaching and Learning principles and how these relate to teaching within units.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

<p><b>School Specific Performance Indicators</b></p>	<p><b>School</b></p>	<p><b>School Targets</b></p>	<p><b>Achieved Results</b></p>	<p><b>Explanation for difference</b></p>
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<p>Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.</p>	MKS	<p><b>Holistic</b> Staff wide approach to strengthening our cultural languages &amp; traditions - Monthly meetings</p>	<p><b>Holistic</b> Staff wide approach to strengthening our cultural languages &amp; traditions - Monthly meetings</p>	
	CJS	<p><b>Relational</b> Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstration</p>	<p><b>Relational</b> Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstration</p>	
	HKE	<p><b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	<p><b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	
	E3ES	<p><b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	<p><b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	
	E3SS	<p><b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training</p>	<p><b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit</p>	

		by Indig Coordinator monthly webinars and videos	Planning training by Indig Coordinator monthly webinars and videos	
	AS	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	
	IS	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	
	CPNS	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	
	MS	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator	<b>Holistic</b> Cultural Calendar and PD focused on Cultural Unit Planning training by	

		monthly webinars and videos	Indig Coordinator monthly webinars and videos	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	MKS	100%	85%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	CJS	100%	95%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	HKE	100%	85%	Some new teachers continue to develop unit plans infused with Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	E3ES	100%	90%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	E3SS	100%	90%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.

	AS	100%	90%	Some new teachers continue to develop unit plans infused with Innuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	IS	100%	100%	
	CPNS	100%	100%	
	MS	100%	100%	
Type of <b>classroom based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Innuqatigit and other resources as required.	MKS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	
	CJS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to</p>	

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

		<p>on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	
	AS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	
	IS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	



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

## I. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Day trips for key cultural experiences will be the focus to begin the 2020-21 academic year. All students will have the opportunity to participate in authentic key cultural activities. BDDEC has set a target of 80% of students participating in at least 4 cultural day activities.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Frequent day trips occurred. Schools with camps near the school accessed camps on a daily or weekly basis. Cultural calendars were linked to seasonal activities. Teachers had to submit lesson plans connected to local cultural calendars, events and key cultural experiences which were collected and shared via the BDDEC Indigenizing Education Moodle Page.</p>		
<p>Areas for Development for the region</p>	<p>Longer overnight excursions with Elders is needed in 2021-22. IL % increased during key cultural experiences for 2022 using ILIs and community resource people whenever possible keeping with COVID 19 Restrictions.</p>		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID 19 made Elder participation difficult.</p>
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
<p>Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b>, by grade level, and % of Indigenous language included in experience.</p>	MKS	<p>A minimum of three cultural day trip experiences per grade per year. (25 % IL)</p>	<p>A minimum of three cultural day trip experiences per grade per year. (25 % IL)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	CJS	<p>A minimum of three day trip cultural experiences per grade per year. (Day trips or experiences 20%)</p>	<p>A minimum of three day trip cultural experiences per grade per year. (Day trips or experiences 20%)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	HKE	<p>Weekly All Grades 25% (approx)</p>	<p>Weekly All Grades 25% (approx)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	E3ES	<p>Monthly All Grades</p>	<p>Monthly All Grades</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	E3SS	<p>Monthly All Grades</p>	<p>Monthly All Grades</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>

	AS	Minimum three key cultural experiences per year (All Grades)	Minimum three key cultural experiences per year (All Grades)	Overnight On the Land Trips postponed due to COVID 19 restrictions.
	IS	Five key cultural experiences per year. (All Grades)	Five key cultural experiences per year. (All Grades)	Overnight On the Land Trips postponed due to COVID 19 restrictions.
	CPNS	<p>JK-G3:</p> <ul style="list-style-type: none"> <li>· Harvesting day camps (snaring, medicinal plants, berry harvesting)</li> <li>· Dene laws</li> <li>· Sewing</li> <li>· Survival skill</li> </ul> <p>G4-G9:</p> <ul style="list-style-type: none"> <li>· Harvesting day camps (trapping, snaring, medicinal plants, berry harvesting)</li> <li>· Dene laws</li> <li>· Community cultural celebrations</li> <li>· Sewing</li> <li>· preparation</li> </ul> <p>(25% Indigneous Languages)</p>	<p>Camps continued in 2021 at CPNS with day trips. One overnight was held in spring 2021.</p>	<p>One overnight held in spring 2021. Annual canoe trip.</p>
	MS	<p>JK-12</p> <p>(25% Indigenous Languages)</p>	<p>JK-12</p> <p>(25% Indigenous Languages)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
Type and frequency of relevant and authentic	MKS	A minimum of four cultural	A minimum of four	

<p>key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.</p>		experiences per grade per year. (25 % IL)	cultural experiences per grade per year. (25 % IL)	
	CJS	A minimum of three cultural experiences per grade per year. (20%)	A minimum of three cultural experiences per grade per year. (20%)	
	HKE	Weekly All Grades 25% (approx)	Weekly All Grades 25% (approx)	
	E3ES	JK/K to Grade Six – at least once per month. 25% Indigenous Languages	JK/K to Grade Six – at least once per month. 25% Indigenous Languages	
	E3SS	7-12 times a month. 20% Indigenous Languages	7-12 times a month. 20% Indigenous Languages	
	AS	Weekly All Grades (20% Indigenous Languages)	Weekly All Grades (20% Indigenous Languages)	
	IS	Twice a month all grades 20% Indigenous Languages.	Twice a month all grades 20% Indigenous Languages.	
	CPNS	TBD	Day Excursions with camp being close to CPNS. All	

			grades JK-9 weekly.	
	MS	JK-12 Quarterly day trips and experiences  (25% Indigenous Languages)	JK-12 Quarterly day trips and experiences  (25% Indigenous Languages)	
	MKS	Once a semester Crafts, sewing, art, OTL day activities  25% Indigenous Languages	Once a semester Crafts, sewing, art, OTL day activities  25% Indigenous Languages	

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

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



## J. Strengthening Indigenous Language Instruction

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

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

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>All schools in-serviced on ILE handbook &amp; OLC training for IL Instructors via Google Meets and Zoom.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
% of schools offering core language programming using OLC	100%	100%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100%	100%	
Type of Indigenous language resources being developed to support OLC.	Graphic Novel & Resource Kits. Laptops provided to all IL instructors.	Graphic Novel & Resource Kits. Laptops provided to all IL instructors.	

Number of staff receiving training and support for development of Indigenous language resources.	100%	100%	
Areas of Strength for the region	Oral Proficiency Assessment collection led by IL instructors was a strength in 2021. ILE Handbook training led by ECE and regional RILE and Indigenizing Coordinator.		
Areas for Development for the region	More language resources are needed. Currently BDDEC is developing language playing cards.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID 19 made travel difficult and slowed down face to face inservice training.		

### ***K. Community Support***

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

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

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Aklavik	\$19,350	\$37,898		72,686.97	2 snowmobiles, on the land equipment	Spent Carryover
Fort McPherson	\$19,309	\$23,798.72		75,654.11	On the land equipment, Canoes and safety equipment	Spent Carryover
Ulukhaktok	\$19,856	\$32,242		94,974.07	Snowmobile . Day trips.	Spent Carryover
Inuvik	\$37,955	\$59,131.39		46,031.34	OTL equipment.	Overnights were cancelled

					Motor for boat.	because of COVID 19.
Paulatuk	\$17,557	\$33,880.37		8,924.03	OTL equipment	Overnights were cancelled because of COVID 19.
Sachs Harbour	\$15,038	\$28,821		8,587.40	OTL equipment	Overnights were cancelled because of COVID 19.
Tsiighetchic	\$15,290	\$25,601.85		\$30,448.82	On the land equipment. Day Camps at school camp.	Spent Carryover
Tuktoyaktuk	\$24,211	\$45,899.04		\$1774.08	OTL equipment . Pingo visit.	Overnights were cancelled because of COVID 19.
<b>TOTAL</b>	<b>\$168,566</b>	<b>\$287,272.37</b>		<b>298,499.82</b>		

### ***L. Teaching and Learning Centres (TLCs)***

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

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

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	All IL instructors provided laptops and portable hard drives to assist with the implementation of OLC curriculum and the collection of OPA data. A graphic novel is being created with an Elder from Tuktoyaktuk.
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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>One district Graphic Novel in three languages</p> <p>Each of the nine schools will create two storybooks.</p>	<p>Story Board Complete and translations begun for district graphic novel.</p> <p>Storybooks submitted to RILE. To be posted on BDDEC Moodle.</p>	
Number of staff receiving training and support for development of Indigenous language resources.	All IL Instructors	All IL Instructors (One face to face in-service held in April 2021)	
Areas of Strength for the region	Despite COVID 19 restrictions, OPAs were collected. Instead of Elders leading the OPA collection IL instructors collected the data.		
Areas for Development for the region	More Elders are needed in language classes in 2021-22.		
Additional Comments for the region	COVID 19 delayed face to face ILE inservices until April of 2021.		

## Appendix B: Operating Plan - Operating Budget

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# Department of Education, Culture & Employment Council Approved Budget

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

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Year-end Forecast
<b>OPERATING FUND</b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contribution	28,667,115	27,343,052	27,997,028
Indigeneous Languages Contribution	2,823,595	2,806,189	2,824,283
French Language Contribution	75,000	90,000	90,000
ECE Other Contribution	1,227,964	1,230,000	1,479,462
<b>Sub-Total ECE</b>	<b>32,793,674</b>	<b>31,469,241</b>	<b>32,390,773</b>
GNWT Other Contributions			
<b>Total GNWT</b>	<b>32,793,674</b>	<b>31,469,241</b>	<b>32,390,773</b>
<b>Federal Government - Jordans Principle</b>	<b>12,851,997</b>	<b>3,344,449</b>	<b>5,546,333</b>
<b>Federal Government - Jordans Principle Carry Fwd</b>	<b>454,235</b>	<b>1,055,551</b>	<b>1,055,551</b>
<b>Federal Government</b>	<b>8,020</b>		<b>25,445</b>
<b>Property Tax Requisitioned</b>			
<b>Other School Authorities</b>			
<b>Education Authority Generated Funds</b>			
Rentals			
School Fees			
Sales			
Investment Income	160,000	130,000	113,234
Other	498,649	667,575	620,326
<b>Total Generated Funds</b>	<b>13,972,901</b>	<b>5,197,575</b>	<b>7,360,889</b>
<b>TOTAL REVENUES</b>	<b>46,766,575</b>	<b>36,666,816</b>	<b>39,751,662</b>
<b>EXPENSES</b>			
<b>Administration</b>	<b>3,607,800</b>	<b>3,454,441</b>	<b>2,381,814</b>
<b>School Programs</b>	<b>21,523,745</b>	<b>20,725,861</b>	<b>21,584,896</b>
<b>Operations and maintenance</b>			<b>857,396</b>
<b>Inclusive Schooling</b>	<b>5,732,739</b>	<b>5,043,411</b>	<b>4,327,876</b>
<b>Indigeneous Languages and Education</b>	<b>3,323,851</b>	<b>2,906,189</b>	<b>2,782,666</b>
<b>Jordans Principle</b>	<b>13,306,232</b>	<b>4,400,000</b>	<b>6,601,884</b>
<b>Transfers to Capital</b>			
<b>Debt Services</b>			
<b>TOTAL EXPENSES</b>	<b>47,494,367</b>	<b>36,529,902</b>	<b>38,536,532</b>
<b>SURPLUS (DEFICIT)</b>	<b>(727,792)</b>	<b>136,914</b>	<b>1,215,130</b>
<b>PROJECTED ACCUMULATED SURPLUS (DEFICIT)</b>	<b>1,708,138</b>	<b>1,353,198</b>	<b>2,435,930</b>

Department of Education, Culture & Employment  
Council Approved 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
<b>SALARIES</b>					
Teachers' Salaries		11,703,888			11,703,888
Instruction Assistants		336,888			336,888
Regional Coordinators		773,927	422,142	211,071	1,407,140
Program Support Teachers			1,520,358		1,520,358
Assistive Technology			47,980		47,980
Support Assistants			1,486,346		1,486,346
Indigenous Language Instruction				1,341,441	1,341,441
Cultural Resource Staff				0	0
Elders in Schools				239,863	239,863
Non Instructional Staff	1,197,001	1,105,010			2,302,011
Board/Trustee Honoraria	22,125				22,125
<b>EMPLOYEE BENEFITS</b>					
Employee Benefits/Allowances	656,951	2,595,858	1,446,138	585,463	5,284,410
Leave And Termination Benefits	680,000				680,000
<b>STAFF DEVELOPMENT (Including Travel)</b>					
	42,000	10,000	177,782	19,825	249,607
<b>SERVICES PURCHASED/CONTRACTED</b>					
Professional/Technical Services	331,760	80,000	89,000	10,650	511,400
Postage/Communication	17,500	72,750			90,250
Utilities		0			0
Travel	170,076	67,350	81,000	84,500	402,926
Student Transportation (Busing)		74,752	0		74,752
Advertising/Printing/Publishing	10,000			50,000	60,000
Maintenance/Repair		19,750			19,750
Rentals/Leases	165,000	58,700		46,500	270,200
Other Contracted Services	5,600	166,115	72,000	5,000	248,715
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
Assistive Technology			152,263		152,263
Materials	279,797	4,388,256	225,315	719,539	5,612,907
Freight	30,000	70,500	12,415	10,000	122,915
<b>TRANSFERS TO CAPITAL</b>					
					0
<b>TOTAL</b>	<b>3,607,800</b>	<b>21,523,745</b>	<b>5,792,739</b>	<b>3,323,851</b>	<b>34,188,135</b>

**Department of Education, Culture & Employment  
Council Approved Budget**

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

	General Inclusive Schooling	Magnet Facilities	Total
<b><u>SALARIES</u></b>			
Regional Coordinator	422,142		422,142
Program Support Teachers	1,520,358		1,520,358
Support Assistants	1,486,346		1,486,346
Assistive Technology	47,980		47,980
<b><u>EMPLOYEE BENEFITS</u></b>			
Employee Benefits/Allowances	1,446,138		1,446,138
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>			
	177,782		177,782
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>			
Professional/Technical Services	89,000		89,000
Travel	81,000		81,000
Student Transportation	0		0
Other Contracted Services	72,000		72,000
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>			
Assistive Technology	152,263		152,263
Materials	225,315		225,315
Freight	12,415		12,415
<b>TOTAL</b>	<b>5,732,739</b>	<b>0</b>	<b>5,732,739</b>



**Department of Education, Culture & Employment  
Council Approved Budget**

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

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<b>SALARIES</b>				
Regional Coordinator	211,071			211,071
Language Instruction	1,341,441			1,341,441
Cultural Resource Staff	0		0	0
Elders in Schools	123,500	46,363	70,000	239,863
<b>EMPLOYEE BENEFITS</b>				
Employee Benefits/Allowances	585,463		0	585,463
<b>STAFF DEVELOPMENT (Including Travel)</b>				
	19,825		0	19,825
<b>SERVICES PURCHASED/CONTRACTED</b>				
Professional/Technical Service	650		10,000	10,650
Travel	26,250	40,000	18,250	84,500
Student Transportation (Bussing)				0
Advertising/Printing/Publishing		50,000		50,000
Rentals/Leases	25,250		21,250	46,500
Other Contracted Services	5,000		0	5,000
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	471,767	70,000	177,772	719,539
Freight	0	10,000	0	10,000
<b>TOTAL</b>	<b>2,810,216</b>	<b>216,363</b>	<b>297,272</b>	<b>3,323,851</b>

**Department of Education, Culture & Employment  
Council Approved Budget**

**Beaufort Delta Education Council  
Details of Jordans Principle  
Annual Budget**

<b>For period year ending</b>	<b>June 30, 2021</b>	<b>June 30, 2020</b>
<b><u>Revenue</u></b>		
Government of Canada - First Nations and Inuit Health Branch	12,851,997	6,000,568
Carry Forward from Previous Year	454,235	1,055,551
<b>Total Revenue</b>	<b>13,306,232</b>	<b>7,056,119</b>
<b><u>Expenditures</u></b>		
Administration	1,330,623	540,405
Personnel	11,975,609	6,061,479
Transportation		
Materials and Supplies		
Rent and Utilities		
Evaluation		
Other		
<b>Total Expenditures</b>	<b>13,306,232</b>	<b>6,601,884</b>
<b>TOTAL</b>	<b>0</b>	<b>454,235</b>

**Beaufort Delta Education Council  
2020 - 2021 Budget**

**Schedule of Budgeted Approved Person Years**

	<u>2020-2021</u> <u>Person Years</u>	<u>2019-2020</u> <u>Person Years</u>
<b>Administration Staff</b>	9.30	9.30
<b>Other - IT</b>	0.75	2.00
<b>Territorial Schools</b>		
Teachers	102.00	101.00
Consultants	5.50	5.00
Classroom Assistants	0.00	0.00
Secretaries	6.10	6.10
Custodians	12.22	12.22
School Community Counsellors	0.00	0.00
IT - NDL		
<b>Inclusive Schooling:</b>		
Regional Coordinators	3.00	1.00
Program Support Teachers	13.25	13.25
Wellness Counsellors	0.00	0.50
Support Assistants	21.85	21.85
Assistive Technology	0.50	0.00
<b>Indigenous Languages and Education</b>		
Regional Coordinator	1.50	1.50
Indigenous Languages Instruction Staff	12.75	13.25
<b>Total Person Years</b>	<u>188.72</u>	<u>186.97</u>

**Department of Education, Culture & Employment  
Council Approved Budget**

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

Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
289,402		16,000	216,363	-	521,765
<b>Budget Distribution</b>					
Regional Office					
Aklavik - Moose Ker School	294,389	78,052		37,898	410,339
Fort McPherson - Chief Julius School	144,691	67,068		23,799	235,558
Inuvik - East Three Elementary	417,878	78,279		36,472	532,629
Inuvik - East Three Secondary	278,585	85,650		22,659	386,894
Paulatuk - Angik School	159,174	70,425		33,880	263,479
Sachs Harbour - Inualthuyak School	79,977	68,646		28,821	177,444
Tsigehtchic - Chief Paul Nitidchie School	109,295	73,576		25,602	208,473
Tuktoyaktuk - Mangilaluk School	216,684	45,536		45,899	308,119
Uluhaktok - Helen Kalvak School	165,506	81,404		32,242	279,152
<b>TOTAL</b>	<b>1,866,179</b>	<b>664,635</b>	<b>216,363</b>	<b>287,272</b>	<b>3,323,851</b>

## Appendix C: Annual Report - Audited Financial Statements

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

**CONSOLIDATED ANNUAL FINANCIAL REPORT  
June 30, 2021**

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## **Message from Superintendent of Schools Devin Roberts**

**On behalf of the Beaufort Delta Divisional Education Council (BDDEC), I am pleased to present the Annual Report for 2020 - 2021. 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 2020 – 2021 year continued to be a challenging year. BDDEC operated the schools with enhanced cleaning and social distancing in the classrooms. Staff and students experienced additional mental stress operating in this environment. Some parents asked to be supported through on-line learning due to fears of exposure to Covid-19. The continuing challenge for our education council was to deliver meaningful education and support to our students and staff. All travel was restricted and staff training was accomplished via interactive on-line sessions. BDDEC continued to support the students with access to education through additional purchases of computers and data communication sticks for communicating over the internet.**

**The District Education Council (DEC) held regular meetings with monthly updates through video conferencing or remote call-in. All of the DEC Board members were active in their communities and supportive of the actions of the senior management in the operations of the schools.**

**Within the schools we experienced a retirement of some long-term teachers, and the turnover of other teachers was higher than normal with most citing Covid-19 restrictions as the reason for their resignation and return to the south. This has made recruiting additional teachers difficult, and we were successful in recruiting through a number of on-line career events held at a number of universities.**

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

**As the Covid-19 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 2020 - 2021 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 of students**

**This approach will enable BDDEC to state the progress that the organization has made and will highlight areas where improvement is needed. Some of the key accomplishments in 2020 - 2021 include:**

- Continued partnership with the Gwich'in Tribal Council (GTC) on a course presented at the middle years to reflect the Gwich'in culture and history.
- Partnership with the Inuvialuit Regional Corporation (IRC). The IRC continues to support to Inclusive schooling with Educational Psychologist visits.
- Inclusive Schooling continued to experience improvement in the 2020 – 2021 year thanks to funding made available with the Jordan's Principle Program.
- Northern Distance learning statistics show continual improvement and show that the service has been utilized for those students in small schools that want dash one courses. The program with ECE's financial contribution continues to expand with additional schools throughout the NWT in the 2020 – 2021 year with plans for further expansion in the 2021 – 2022 year.
- BDDEC continues to focus on literacy and numeracy initiatives to improve teacher practices and development with a focus on student achievement. Jordan's Principle Funding support the additional support staff as Literacy Coaches and Math Coaches which work with the teachers to provide additional capacity.
- BDDEC in 2020 – 2021 finally fully staffed the Community Youth Crisis Counselors in each of the communities. This was a GNWT initiative in 2020 to provide mental and emotional supports to the students year round. Previously the school Counselors were not available to the students in the summer, and counselling services were often unavailable in the communities.
- BDDEC continues to provide the Access to High School Education program formerly known as the 'Home Boarding Program'. This program provides academic, behavioral and financial support for students who do not have access to high school courses in their communities. Students are from Sachs Harbour and Tsiigehtchic. Students are enrolled in school at East Three Secondary School in Inuvik or Chief Julius in Fort McPherson
- For the 2020 – 2021 year BDDEC continues to work with the recently adopted Aboriginal Language and Culture directive from ECE. On the land programming continues to be a major focus for the program.
- Staff changes for the 2021 – 2022 include the retirement of Superintendent Frank Galway and the appointment of Devin Roberts as Superintendent. Krista Cudmore was appointed as Asst. Superintendent for the 2021 – 2022 year.
- The 2020 – 2021 CAT 4 exams showed a considerable improvement in Literacy and Math. The continued focus will be to continue to achieve these significantly improved results.

The world of education is changing globally, nationally and territorially. The Beaufort Delta Education Council (BDDEC) recognizes the importance of embracing these changes to prepare northern students for participation in a 21<sup>st</sup> century economy. There is a significant achievement gap between Aboriginal students and non-Aboriginal students. BDDEC is committed to addressing this achievement gap. Research indicates that culture-based educational strategies impact student outcomes. With the increased focus on indigenizing education, BDDEC will continue to ensure teaching and learning is done in context and more and more meaningful to the students it serves.

Going forward into the 2022 year BDDEC is recognizing the change work locations and to better support students has a number of staff that work effectively from home.

## Overview

The Beaufort Delta Divisional Education Council (BDDEC) for the 2020 – 2021 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 2020 – 2021 year. Due to Covid-19 additional meetings were scheduled via video conference or by telephone to address the issues arising in the education council due to the pandemic. As of June 30 2021 the following were in these positions.

Chairperson	Darlene Gruben
Vice-Chairperson	Jennifer Parrott
Member-at-Large	Gilber Thrasher Sr
Aklavik	Rita Arey (Acting)
Fort McPherson	Mary Rose Tetlichi
Inuvik	Jennifer Parrott
Paulatuk	Gilbert Thrasher Sr
Sachs Harbour	Vacant
Tsiigehtchic	Archie Inglangasuk Jr
Tuktoyaktuk	Darlene Gruben
Ulukhaktok	Joanne Ogina
Gwich'in Tribal Council	Bobbi Jo Greenland
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 indigneous government. The Executive Committee meets monthly with the BDDEC Board Office Staff.

**BDDEC Staff**

Superintendent of Schools	Devin Roberts
Assistant Superintendent	Vacant
Assistant Superintendent	Richard McKinnon
Comptroller	Vacant
Public Affairs Coordinator	Vacant
LAN Manager	Michael Reardon
Technical Officer	Vacant
Finance Officers	Ken Crocker
	Kurt Scheiwiller
	Vacant
Administrative Assistant	Loni Noksana-Ruben

**Consultants**

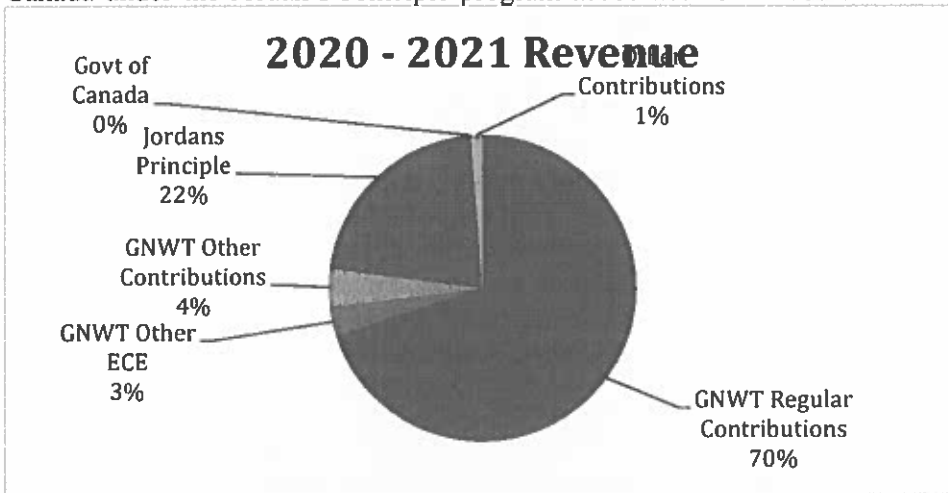
Inclusive Schooling	Justin Guy/Sonia Gregory
Indigenous Languages	Velma Illasiak/Erica Thompson
Literacy Coordinator k-12	Julie Donahue-Kpolugbo/Erica Thompson
Junior Kindergarten	Danielle Aylward
Math/Science	Shawn Feener
PowerSchool	William Logan
Northern Distance Learning	Edward Hartley/William Logan
Trauma Informed Education	Lori Brown
Data	Patrick MacIntyre

**Principals**

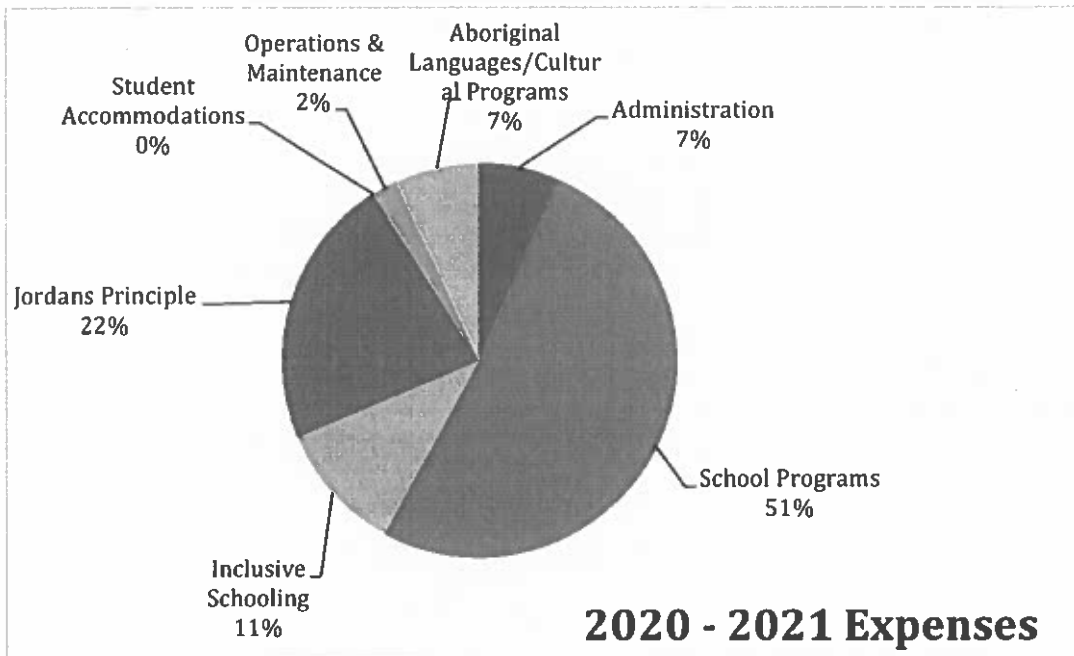
Angik – Paulatuk	Julliette Clark
Chief Julius – Fort McPherson	Shirley Peterson
Chief Paul Nitidchie – Tsiighetchic	Nicolas Kopot/Lara Gerritse appointed for 2022
Helen Kalvak – Uluhaktok	Patrick MacIntyre/Nicolas Kopot appointed for 2022
Inualthuyak – Sachs Harbour	Stephen Keoughan
Mangilaluk – Tuktoyaktuk	Ephraim Warren
Moose Ker School – Aklavik	Vivian Wirth/Daniel Summers appointed for 2022
East Three Elementary – Inuvik	Elizabeth McNeil
East Three Secondary – Inuvik	Krista Cudmore/To be appointed for 2022

## Financial Highlights

Revenues for 2020 – 2021 of \$46.5 million was \$0.3 million lower than budgeted. GNWT regular contributions accounted for 70% of the revenue at \$32.5 million an increase of \$1.6 million from 2019 - 2020 year. Other contribution agreements from the GNWT brought the total GNWT contributions to \$35.9 million; which is an increase of \$3.4 million from the 2019 – 2020 year. Total revenues of \$46.5 million were an increase of \$6.7 million from the 2019 - 2020 year. Funding from the Government of Canada under the Jordan’s Principle program accounted for 21.7% of total revenue at \$10.1 million.



Expenses are broken into program cost; school programs accounted for 51.3% of cost at \$23.1 million, Inclusive schooling for 33.1% of cost at \$14.9 million. Total expenses at \$45.1 million were \$6.6 million greater than 2019 - 2020, and \$2.4 million less than the 2020 - 2021 Budget.

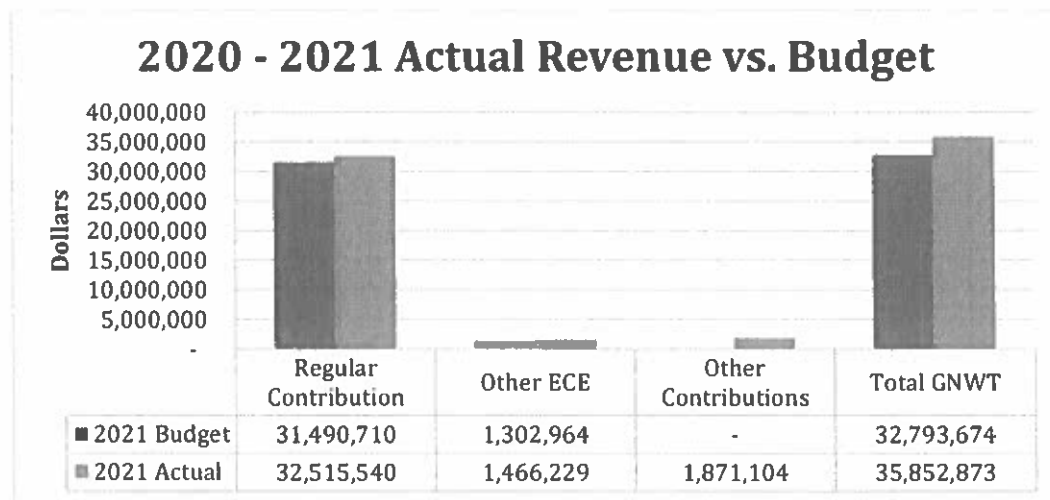


## 2020 – 2021 Revenues

For 2020 - 2021 BDDEC Consolidated Statement of Operations had an Operating Surplus of \$1.4 million compared to a Budgeted Operating Deficit of \$0.7 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 2020 – 2021 Actual Revenues compared to the budgeted revenue.



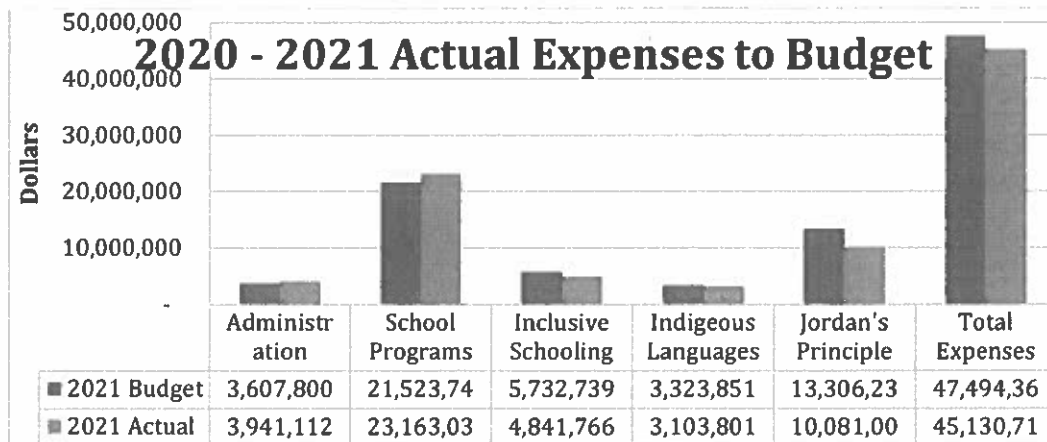
## 2020 – 2021 Expenses

Expenses for the year-end June 2021 were \$2.4 million less than the budget of \$47.5 million for a total cost of \$45.1 million. This represents a \$6.6 million increase in expenditures from 2019 -2020, or a 17.1% increase in spending from previous year.

Inclusive schooling had expenses of 14.9 million representing an increase in spending from the 2019 - 2020 year of \$4.0 million. The increase was due to increase staff and supplies funded through the Jordan’s Principle program.

Indigenous Languages had expenses of \$3.1 million; which represents an increase of expenditures of \$321 K from the 2019 – 2020 year.

Chart 2 is a program comparison of our expenses for 2020 - 2021 compared to the budgeted expenses.



When comparing 2021 against 2020, BDDEC experienced a 17.0% increase in revenues, and an increase in expenses of 17.1% resulting in an operating surplus of \$1.4 million. As a result for the year ended June 2021, the Accumulated Surplus is \$3.8 or 8.2% of revenues. ECE has an upper limit of a 7% Accumulated Surplus. Management is developing plans to reduce the Accumulated Surplus to the approved level.

Chart 3 is a comparison of the Year-end 2021 GNWT Revenues compared to the 2020 Revenues

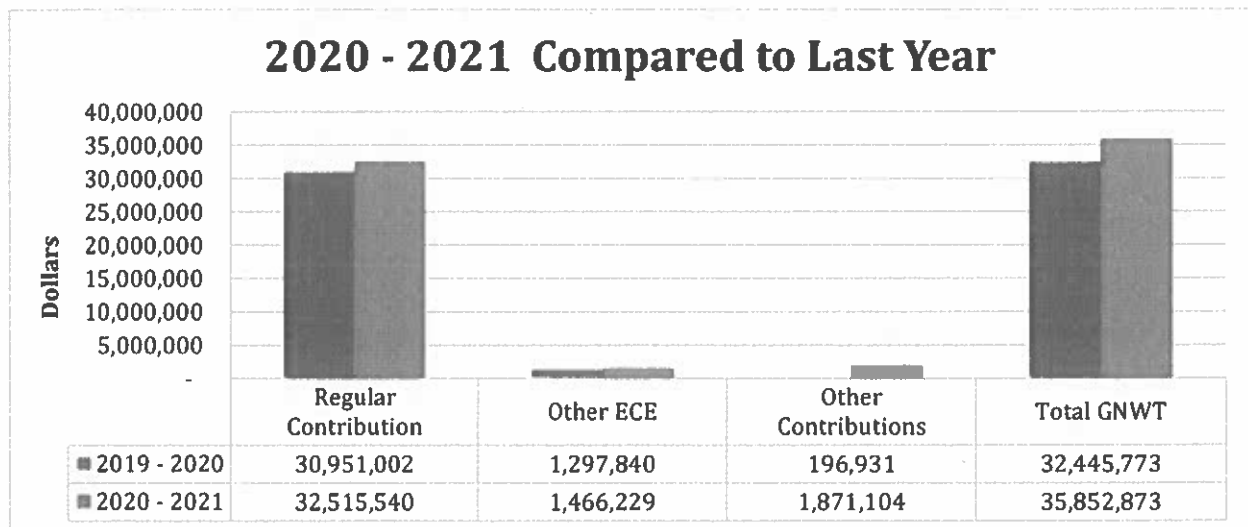
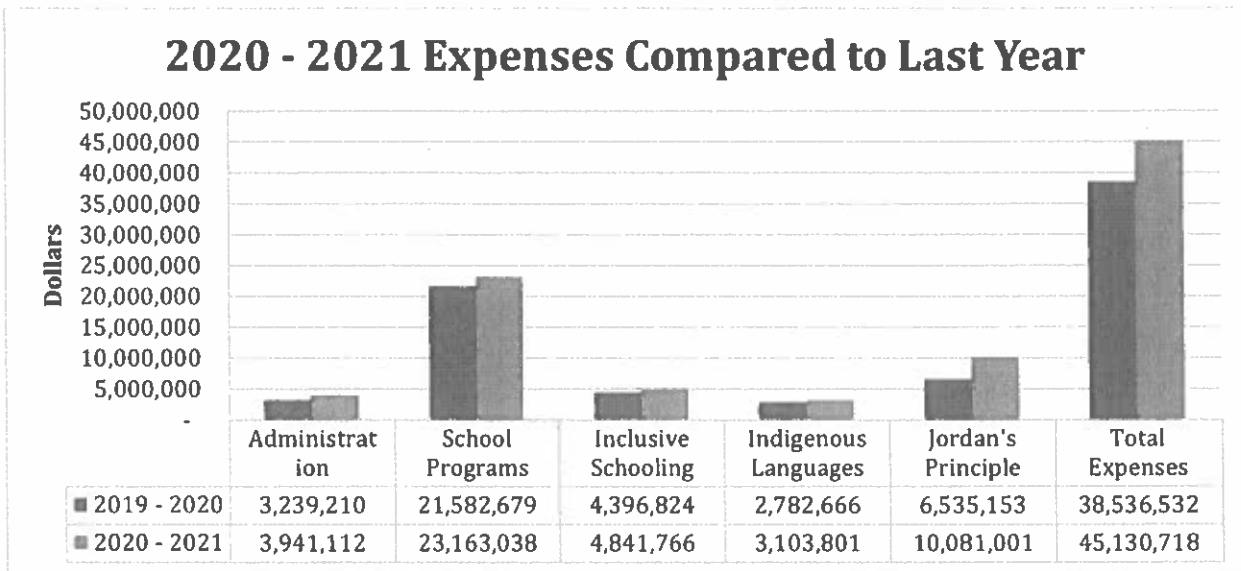


Chart 4 compares the 2021 Program Expenses against to the 2020 Program Expenses.



The plan for the 2020 – 2021 year was to have a Deficit of \$728K. Due to restrictions imposed due to Covid-19 planned activities and travel were deferred. Training, teacher development and meetings were presented with on-line platforms or was deferred until a later date. This combined with the partial closure of the schools resulted in a surplus of \$1.4 million which increased the Accumulated Surplus from \$2.4 million at the end of June 2020 to \$3.8 million for the end of June 2021.

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. The turnover at the end of the 2021 year was substantially higher. This was due to a number of the long-term teacher retiring and a significant number of other teachers citing the Covid-19 restrictions as their reason for wanting to return to the South. 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	2021 Students	2021 Teachers	2020 Students	2020 Teachers
Aklavik	Moose Kerr	148.00	19.00	128.00	12.00
Fort McPherson	Chief Julius	147.00	17.00	141.00	16.00
Inuvik	East 3 Elem	438.50	36.00	451.00	41.30
Inuvik	East 3 Second	273.80	30.00	275.80	26.50
Inuvik DEA	Subtotal	712.30	66.00	726.80	67.80
Paulatuk	Angik	67.50	8.00	59.50	8.00
Sachs Harbour	Inualthuyak	16.00	2.50	16.00	2.50
Tsiigehtchic	Chief Paul Niditchie	43.00	5.75	40.00	5.75



Tuktoyaktuk	Mangilaluk	235.00	23.00	237.50	20.00
Ulukhaktok	Helen Kalvak	120.00	13.00	121.00	13.00
Total		1488.80	154.25	1469.80	145.05

**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](http://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 2020 – 2021 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 2020 – 2021 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 2020 – 2021 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.

There was no award for the 2020 – 2021 year

## 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.

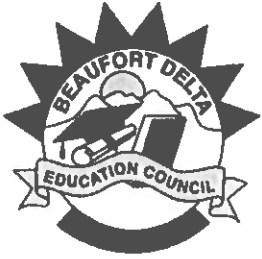
The impact of the Pandemic has been significant effecting both our operations and the mental well being of the students and the staff. BDDEC is committed to following the Emerging Wisely plan in dealing with Covid-19. During the summer our focus was on creating a safe environment for students and staff 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 2020 – 2021 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 several years which will help to provide additional staffing to support the development of students.

Looking forward, there is a concern about the potential for reduced funding. BDDEC is well positioned financially and looking forward to 2021 – 2022 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 2021 – 2022 year. Our staff continues to look for opportunities to deliver education in an effective and efficient manner. The opportunities are forming education partnerships, eLearning, and new approaches to education. Staff continue to develop skill sets through attendance at conferences, and a number of staff continue to upgrade their skill set to become better at their positions. With this dedication, even with the possibility of reduced funding we believe the future is bright for the students of the Beaufort Delta.



## MANAGEMENT RESPONSIBILITY FOR FINANCIAL STATEMENTS

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


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

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

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

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

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

  
Devin Roberts  
Superintendent  
June 30, 2021

  
Gary McBride  
Comptroller





# VERY COOPER & CO. LTD.

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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, 2021 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, 2021 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### *Basis for Qualified Opinion*

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

### *Other Matter*

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

### *Other Information*

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

## INDEPENDENT AUDITORS' REPORT - cont'd.

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

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

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

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

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

### *Auditors' Responsibilities for the Audit of the Financial Statements*

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

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

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

## INDEPENDENT AUDITORS' REPORT - cont'd.

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

### *Report on Other Legal and Regulatory Requirements*

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

*Avery Cooper & Co. Ltd.*

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

July 31, 2021

**BEAUFORT-DELTA EDUCATION COUNCIL**  
**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
 June 30, 2021

**Statement I**

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents (Note 4)	\$ 16,129,122	\$ 10,450,789
Restricted Assets (Note 6)	294,960	293,125
Accounts Receivable (Note 8)	<u>419,017</u>	<u>456,432</u>
	<u>16,843,099</u>	<u>11,200,346</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities (Note 10)	829,750	893,782
Payroll Liabilities (Note 10)	4,324,867	4,018,169
Employee Deductions Payable	2,597	1,687
Deferred Revenue (Note 11)	5,235,178	856,006
Post-Employment Benefits (Note 17)	2,352,075	2,704,647
Trust Liabilities (Note 6)	<u>294,960</u>	<u>293,125</u>
	<u>13,039,427</u>	<u>8,767,416</u>
<b>NET FINANCIAL ASSETS (Statement III)</b>	<u>3,803,672</u>	<u>2,432,930</u>
<b>NON-FINANCIAL ASSETS</b>		
Prepaid Expenses (Note 20)	<u>1,500</u>	<u>3,000</u>
	<u>1,500</u>	<u>3,000</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 3,805,172</u>	<u>\$ 2,435,930</u>

Approved:



Superintendent



Council Member

See the accompanying notes and schedules.

**BEAUFORT-DELTA EDUCATION COUNCIL**

Statement II

**CONSOLIDATED STATEMENT OF OPERATIONS**

For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
<b>REVENUE</b>			
<b>Government of the NWT</b>			
Regular contributions	\$ 31,490,710	\$ 32,515,540	\$ 30,951,002
Other ECE contributions (Note 31)	1,302,964	1,466,229	1,297,840
Other contributions (Note 32)	-	137,407	196,931
GNWT - COVID contributions	-	<u>1,733,697</u>	<u>-</u>
<b>Total Government of the NWT</b>	<u>32,793,674</u>	<u>35,852,873</u>	<u>32,445,773</u>
<b>Government of Canada</b>			
Jordan Principial	13,306,232	10,081,000	6,601,884
Other Government of Canada	<u>8,020</u>	<u>7,900</u>	<u>25,445</u>
<b>Total Government of Canada</b>	<u>13,314,252</u>	<u>10,088,900</u>	<u>6,627,329</u>
<b>Board Generated Funds</b>			
Investment Income	160,000	125,685	113,234
Other	<u>498,649</u>	<u>432,502</u>	<u>565,326</u>
<b>Total Board Generated Funds</b>	<u>658,649</u>	<u>558,187</u>	<u>678,560</u>
<b>TOTAL REVENUE</b>	<u>46,766,575</u>	<u>46,499,960</u>	<u>39,751,662</u>
<b>EXPENSES (Schedule 1)</b>			
Indigenous Languages and Education	3,323,851	3,103,801	2,782,666
Administration	3,607,800	3,003,657	2,381,814
Inclusive Schooling	5,732,739	4,841,766	4,396,824
School Programs	21,523,745	23,131,068	21,478,463
Student Accommodations	-	31,970	104,216
Operations & Maintenance	-	937,455	857,396
Jordan's Principle	<u>13,306,232</u>	<u>10,081,001</u>	<u>6,535,153</u>
<b>TOTAL EXPENSES</b>	<u>47,494,367</u>	<u>45,130,718</u>	<u>38,536,532</u>
<b>OPERATING SURPLUS (DEFICIT)</b>	<u>\$ (727,792)</u>	<u>\$ 1,369,242</u>	<u>\$ 1,215,130</u>

See the accompanying notes and schedules.

**BEAUFORT-DELTA EDUCATION COUNCIL**

Statement III

**CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS**

June 30, 2021

	2021 Budget (Unaudited)	2021 Actual	2020 Actual
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (727,792)	\$ 1,369,242	\$ 1,215,130
Purchase of Prepaid Expenses	-	(1,500)	(3,000)
Use of Prepaid Expenses	<u>-</u>	<u>3,000</u>	<u>4,516</u>
	-	1,500	1,516
<b>INCREASE (DECREASE) IN NET FINANCIAL ASSETS</b>	<u>(727,792)</u>	<u>1,370,742</u>	<u>1,216,646</u>
<b>NET FINANCIAL ASSETS, BEGINNING OF YEAR</b>	<u>2,432,930</u>	<u>2,432,930</u>	<u>1,216,284</u>
<b>NET FINANCIAL ASSETS, END OF YEAR</b>	<u>\$ 1,705,138</u>	<u>\$ 3,803,672</u>	<u>\$ 2,432,930</u>

See the accompanying notes and schedules.

**BEAUFORT-DELTA EDUCATION COUNCIL**

Statement IV

**CONSOLIDATED STATEMENT OF CASH FLOW**

For the Year Ended June 30, 2021

<b>Cash provided by (used in):</b>	<u>2021</u>	<u>2020</u>
<b>OPERATING TRANSACTIONS</b>		
Operating surplus (deficit)	\$ 1,369,242	\$ 1,215,130
<b>Changes in non-cash assets and liabilities:</b>		
Decrease (increase) in accounts receivable	37,415	(175,316)
Increase (decrease) in accounts payable	(64,032)	(82,807)
Increase (decrease) in payroll liabilities	306,698	(888,081)
Increase (decrease) in employee deductions payable	910	(299)
Increase (decrease) in deferred revenue	4,379,172	(404,673)
Increase (decrease) in post-employment benefits	(352,572)	(103,634)
Decrease (increase) in prepaid expenses	<u>1,500</u>	<u>1,516</u>
Cash provided by operating transactions	<u>5,678,333</u>	<u>(438,164)</u>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	5,678,333	(438,164)
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>10,450,789</u>	<u>10,888,953</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 16,129,122</u>	<u>\$ 10,450,789</u>

See the accompanying notes and schedules.

## BEAUFORT-DELTA EDUCATION COUNCIL

### NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

#### 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, 2021

#### NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, *continued*

(c) Financial Instruments

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

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

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

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

(d) Non-Financial Assets

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

(e) Tangible Capital Assets

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

## BEAUFORT-DELTA EDUCATION COUNCIL

### NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

#### 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, 2021

**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, 2021

#### 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, 2021

#### 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, 2021

**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, 2021

**NOTE 3 FUTURE ACCOUNTING CHANGES AND ADOPTION OF NEW ACCOUNTING STANDARDS**

**Future Accounting Changes**

**Financial instruments**

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

**Other New Standards**

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

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

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

**NOTE 4 CASH AND CASH EQUIVALENTS**

	<u>2021</u>	<u>2020</u>
Cash	\$ <u>16,129,122</u>	\$ <u>10,450,789</u>
	\$ <u>16,129,122</u>	\$ <u>10,450,789</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

**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>2021</u>	<u>2020</u>
Comprised of:			
Short-term	- GIC 2.0% due June 24, 2021	\$ 270,000	\$ 265,000
	- Due from general cash	<u>336</u>	<u>2,138</u>
		<u>\$ 270,336</u>	<u>\$ 267,138</u>
Stallworthy / Carpenter Endowment Fund:			
	Principal proceeds received	\$ 216,515	\$ 216,515
	Interest earned to date	271,624	268,438
	Expenses to date	<u>(217,803)</u>	<u>(217,815)</u>
		<u>\$ 270,336</u>	<u>\$ 267,138</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, 2021	\$ 21,000	\$ 21,000
	- Due from general cash	<u>(376)</u>	<u>379</u>
		<u>\$ 20,624</u>	<u>\$ 21,379</u>
Terry Halifax Fund:			
	Principal proceeds received	\$ 21,000	\$ 21,000
	Interest earned to date	1,124	840
	Expenses to date	<u>(1,500)</u>	<u>(500)</u>
		<u>\$ 20,624</u>	<u>\$ 21,379</u>



**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

**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, 2021	\$ 4,000	\$ 4,000
	- Due from general cash	<u>-</u>	<u>608</u>
		<u>\$ 4,000</u>	<u>\$ 4,608</u>
R. Gosselin Go For It Award Fund:			
Principal proceeds received		\$ 5,000	\$ 5,000
Interest earned to date		-	-
Expenses to date		<u>(1,000)</u>	<u>(500)</u>
		<u>\$ 4,000</u>	<u>\$ 4,608</u>
<b>TOTAL RESTRICTED ASSETS</b>		<u>\$ 294,960</u>	<u>\$ 293,125</u>

**NOTE 7 PORTFOLIO INVESTMENTS**

(Not applicable)

**NOTE 8 ACCOUNTS RECEIVABLE**

	<u>Accounts</u> <u>Receivable</u>	<u>Allowance</u>	<u>2021</u>	<u>2020</u>
Government of the Northwest Territories:				
- Education, Culture and Employment	\$ 212,269	\$ -	\$ 212,269	\$ 33,473
- Municipal and Community Affairs	<u>13,014</u>	<u>-</u>	<u>13,014</u>	<u>-</u>
Due from GNWT	<u>225,283</u>	<u>-</u>	<u>225,283</u>	<u>33,473</u>
Other Accounts receivable	<u>482,131</u>	<u>288,397</u>	<u>193,734</u>	<u>422,959</u>
	<u>\$ 707,414</u>	<u>\$ 288,397</u>	<u>\$ 419,017</u>	<u>\$ 456,432</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

**NOTE 9 INVENTORY**

(Not applicable)

**NOTE 10 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

	<u>2021</u>	<u>2020</u>
Government of the Northwest Territories:		
Education, Culture and Employment	\$ 12,500	\$ 2,500
Municipal and Community Affairs	28,224	5,319
Department of Finance	<u>-</u>	<u>46,335</u>
Government of the Northwest Territories	40,724	54,154
Related Parties	449,969	383,966
Accounts payable	130,754	195,824
Accrued payables	<u>208,303</u>	<u>259,838</u>
	829,750	893,782
Payroll Liabilities		
To GNWT (A)	<u>\$ 4,324,867</u>	<u>\$ 4,018,169</u>

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

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

**NOTE 11 DEFERRED REVENUE**

	<u>2021</u>	<u>2020</u>
<b>Government of the Northwest Territories</b>		
Education, Culture & Employment		
- Healthy Food For Learning	\$ 8,290	\$ 29,729
- Breakfast Program - Tuktoyaktuk & Paulatuk DEA's	15,900	2,084
- Hamlet of Sachs Harbour	9,457	9,457
- Facility Use - Inuvik DEA	3,502	3,503
- Tutor Program - Aklavik and Paulatuk DEA's	3,850	-
- School & Public Library Services -Uluhaktuk FEA	-	21,000
- Literacy Program - Ulukhaktok DEA	-	972
Environment & Natural Resources		
- TAKH & TAKT	9,083	28,757
Library		
- NWT Library	-	20,754
- School & Public Library Services - Paulatuk	-	1,850
- School & Public Library Services - Aklavik DEA	-	175
Healthy and Social Services		
- Drop the Pop	-	459
Municipal & Community Affairs		
- Experience/Encounter with Canada/Keepers/TGC On the Land	11,524	102,754
<b>Government of Canada</b>		
- Jordon Prinicpal	4,919,618	454,235
<b>Other</b>		
OTL Youth Wellness	1,078	-
Show Kids You Care	5,000	-
Breakfast Program - Paulatuk DEA	-	5,192
Lights on CAF America	7,418	7,419
Inuvialuit Regional Corporation	7,320	-
Food First Foundation	75,970	32,440
Presidents Choice Foundation	2,076	1,086
Trust Income	500	-
Breakfast Program	66,347	37,245
Get Active NWT	8,545	-
Tides - OTL - Collaborative Fund	79,700	92,432
NWT Parks & Rec Get Active NWT	-	4,463
	<u>\$ 5,235,178</u>	<u>\$ 856,006</u>

## BEAUFORT-DELTA EDUCATION COUNCIL

### NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**NOTE 12 CONTRIBUTION REPAYABLE**

(Not applicable)

**NOTE 13 DUE FROM AND TO THE GOVERNMENT OF CANADA**

(Not applicable)

**NOTE 14 CAPITAL LEASE OBLIGATION**

(Not applicable)

**NOTE 15 PENSIONS**

(Not applicable)

**NOTE 16 LONG-TERM DEBT**

(Not applicable)

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

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

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

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

**Valuation results**

The most recent actuarial valuation was completed as at February 15, 2019. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at February 15, 2019 and the results extrapolated to June 30,

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

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

2021. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>2021</u>	<u>2020</u>
Changes in Obligation:				
Accrued benefit obligations				
beginning of year	\$ 1,603,419	\$ 335,752	\$ 1,939,171	\$ 2,022,767
Current period benefit cost	157,247	40,048	197,295	182,977
Interest accrued	44,648	9,527	54,175	65,811
Benefit payments	(281,122)	(182,081)	(463,203)	(200,673)
Actuarial (gains)/losses	<u>(34,152)</u>	<u>110,785</u>	<u>76,633</u>	<u>(131,711)</u>
Accrued benefit obligations				
end of year	1,490,040	314,031	1,804,071	1,939,171
Unamortized net actuarial				
gain	<u>(546,513)</u>	<u>159,981</u>	<u>(386,532)</u>	<u>(606,859)</u>
Net future obligation	<u>943,527</u>	<u>474,012</u>	<u>1,417,539</u>	<u>1,332,312</u>
Total employee future				
benefits and compensated				
absences	<u>943,527</u>	<u>474,012</u>	<u>1,417,539</u>	<u>1,332,312</u>
Benefits Expense:				
Current period benefit cost	157,247	40,048	197,295	182,977
Interest accrued	44,648	9,527	54,175	65,811
Amortization of actuarial				
gains	<u>(135,624)</u>	<u>(8,071)</u>	<u>(143,695)</u>	<u>(127,826)</u>
	<u>66,271</u>	<u>41,504</u>	<u>107,775</u>	<u>120,962</u>

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

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

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

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>Total</u>
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
2026	120,617	22,632	143,249
Next 5 years	543,738	96,924	640,662
Thereafter	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total</b>	<b>\$ <u>1,259,079</u></b>	<b>\$ <u>240,796</u></b>	<b>\$ <u>1,499,875</u></b>

**NOTE 18 TRUST ASSETS UNDER ADMINISTRATION**

(Not applicable)

**NOTE 19 TANGIBLE CAPITAL ASSETS**

(Not applicable)

**NOTE 20 PREPAID EXPENSES**

	<u>2021</u>	<u>2020</u>
LAS Holdings - R Ranking	\$ -	\$ 1,500
LAS Holdings - S Timothy	-	1,500
Prepaid Rent - Paula Stefure E-Learning Tuktoyaktuk	<u>1,500</u>	<u>-</u>
	<b>\$ <u>1,500</u></b>	<b>\$ <u>3,000</u></b>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

**NOTE 21 GNWT ASSETS PROVIDED AT NO COST**

	<u>Cost</u>	<u>Accumulated Amortization</u>	2021 <u>Net Book Value</u>	2020 <u>Net Book Value</u>
BBDEC Student Housing				
Inuvik	\$ 182,650	\$ 182,650	\$ -	\$ -
Samuel Hearne Carpentry				
Shop	461,563	461,563	-	-
Samuel Hearne Auto Shop	1,308,100	559,379	748,721	775,781
Moose Kerr School	8,123,452	6,112,820	2,010,632	2,270,068
Aklavik Portable				
Classrooms	62,052	62,052	-	-
Chief Julius School	10,064,072	5,182,156	4,881,916	5,040,678
Mangilaluk School	7,146,891	5,319,273	1,827,618	2,036,489
Inualthuya School	2,750,507	1,943,752	806,755	1,021,890
Helen Kalvak School	8,864,887	7,675,719	1,189,168	1,416,947
Angik School	4,517,372	2,525,201	1,992,171	1,501,659
Chief Paul Niditchie	2,467,762	1,055,240	1,412,522	1,483,741
Moose Kerr Foundation				
Replacement	753,546	193,127	560,419	579,257
Chief Paul Niditchie				
School	1	-	1	1
Moose Kerr School -				
Ventilation	173,505	103,057	70,448	82,029
Moose Kerr School -				
Playscape	250,904	25,090	225,814	238,538
Helen Kalval HVAC	354,896	243,991	110,905	140,480
East 3 New Inuvik School	106,182,229	23,506,643	82,675,586	87,160,619
East Three - Wood Pellet				
System	2,040,628	351,442	1,689,186	-
Tsiigehtchic Gym Pilings	205,668	41,562	164,106	169,247
Aklavik Community				
Library	234,794	127,673	107,121	112,990
Angik Junior Kindergarden				
Play	350,877	17,544	333,333	-
East Three Carpentry Shop	734,188	48,946	685,242	712,774
Chief P. Niditchie -				
Playscape	208,874	20,887	187,987	201,912
Inualth Jr Kindergarden				
Playscape	233,044	12,947	220,097	-
E3 Elementary School -				
Playscape	347,809	34,781	313,028	336,215

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

Chief Julius Kinder Playscape	<u>190,051</u>	<u>8,447</u>	<u>181,604</u>	<u>-</u>
	<u>\$158,210,322</u>	<u>\$ 55,815,942</u>	<u>\$102,394,380</u>	<u>\$105,281,315</u>

**NOTE 22 CONTRACTUAL OBLIGATIONS**

The Council has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2021:

	<u>Expiry Date</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>Total</u>
Equipment Leases	2025	\$ 45,233	\$ 45,233	\$ 45,233	\$ 3,769	\$ 139,468
Commercial Leases	December 2022	<u>146,100</u>	<u>73,050</u>	<u>-</u>	<u>-</u>	<u>219,150</u>
Total		<u>\$ 191,333</u>	<u>\$ 118,283</u>	<u>\$ 45,233</u>	<u>\$ 3,769</u>	<u>\$ 358,618</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.



**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

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

	<u>2021</u>	<u>2020</u>
<b>Due to related parties</b>		
Accounts payable:		
Contributions		
Government of the Northwest Territories:		
Department of Education, Culture & Employment	\$ 12,500	\$ 2,500
Department of Municipal & Community Affairs	28,224	5,318
Department of Finance	<u>-</u>	<u>46,335</u>
Government of the Northwest Territories	<u>40,724</u>	<u>54,153</u>
Other Related Parties:		
Various BDEC Schools	<u>449,969</u>	<u>383,966</u>
Total Accounts Payable	<u>490,693</u>	<u>438,119</u>
Due to Related Parties	\$ <u>490,693</u>	\$ <u>438,119</u>

	<u>Accounts</u> <u>Receivable</u>	<u>Allowance</u>	<u>Net 2021</u>	<u>2020</u>
<b>Due from related parties</b>				
Accounts receivable:				
Government of the Northwest Territories:				
Department of Education, Culture & Employment	\$ 181,684	\$ -	\$ 181,684	\$ 33,473
Department of Municipal & Community Affairs	<u>13,015</u>	<u>-</u>	<u>13,015</u>	<u>-</u>
Due from Related Parties	\$ <u>194,699</u>	\$ <u>-</u>	\$ <u>194,699</u>	\$ <u>33,473</u>

## BEAUFORT-DELTA EDUCATION COUNCIL

### NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

#### **NOTE 25 BUDGET DATA**

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

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

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

#### **NOTE 26 ECONOMIC DEPENDENCE**

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

#### **NOTE 27 FINANCIAL INSTRUMENTS**

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

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

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

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

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

**NOTE 28 EXPENSES BY OBJECT**

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
Compensation	\$ 41,824,780	\$ 39,593,657	\$ 34,283,589
Other	<u>5,669,587</u>	<u>5,537,061</u>	<u>4,252,943</u>
	<u>\$ 47,494,367</u>	<u>\$ 45,130,718</u>	<u>\$ 38,536,532</u>

**NOTE 29 SUBSEQUENT EVENTS**

(Not applicable)

**NOTE 30 COMPARATIVE FIGURES**

(Not applicable)

**NOTE 31 ECE OTHER CONTRIBUTIONS**

	<u>2021</u>	<u>2020</u>
French Program	\$ 78,000	\$ 75,000
eLearning	1,232,504	1,052,276
Literacy (Tuktoyaktuk)	27,811	36,404
Library (Aklavik)	48,614	55,374
Public Library Services (Ft McPherson)	29,574	27,035
Community Literacy Projects (Ft McPherson)	-	17,332
Literacy (Ulukhaktok)	15,000	7,350
Library (Ulukhaktok)	<u>34,726</u>	<u>27,069</u>
	<u>\$ 1,466,229</u>	<u>\$ 1,297,840</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2021

**NOTE 32 GNWT OTHER CONTRIBUTIONS**

	<u>2021</u>	<u>2020</u>
Encounters with Canada	-	(3,578)
Self Regulation & Action Research (ECE)	-	2,502
Ivvavik	-	10,000
Regular Youth Sports Programs	-	4,665
RYS - Basketball (MACA)	7,000	2,000
RYS - Soccer (MACA)	-	613
NGDG Summit (MACA)	138	31,000
RYS - Volleyball (MACA)	956	1,000
Drop the Pop (H & SS)	23,193	18,533
TAKT	39,346	39,523
Experience Exchange Program	-	1,296
After School Physical Activity (MACA)	66,774	54,491
Enhancing Students (MACA)	-	2,480
Volleyball ISSR	-	4,744
Track and Field ISSR	-	6,000
Badminton ISSR	-	1,400
Keepers (MACA)	-	7,541
GSA Club	-	5,000
TGC - On The Land Program (Ft McPherson)	-	7,252
Misc revenue (Ulukhaktok)	-	469
	<u>137,407</u>	<u>196,931</u>

**NOTE 33 CONTINGENT ASSETS**

(Not applicable)

**NOTE 34 CONTRACTUAL RIGHTS**

(Not applicable)

**BEAUFORT-DELTA EDUCATION COUNCIL**

Schedule 1

**CONSOLIDATED DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Student Accommodations</u>	<u>Operations &amp; Maintenance</u>	<u>Jordan's Principle</u>	<u>Total</u>
<b>SALARIES:</b>								
Teachers	\$ -	\$ 1,385,790	\$ 1,343,476	\$ 12,250,139	\$ -	\$ -	\$ 2,590,133	\$ 17,569,538
Instruction Assistants	-	-	52,196	150,829	-	-	773,129	976,154
Non-instructional Staff	1,200,723	1,619,775	368,087	3,181,635	-	-	3,793,937	10,164,157
Board/Trustee Honoraria	39,207	-	83,826	30,815	-	-	-	153,848
<b>EMPLOYEE BENEFITS</b>								
Employee Benefit/Allowance	336,151	1,202,589	622,056	5,145,312	-	431,900	2,923,802	10,661,810
Leave and Termination	-	-	-	68,150	-	-	-	68,150
<b>SERVICES</b>								
<b>PURCHASED/ CONTRACTED</b>								
Professional/Technical								
Services	62,842	60,768	-	-	-	-	-	123,610
Postage/Communication	42,618	1,107	624	104,783	1,869	-	-	151,001
Utilities & Leases	1,061	-	-	3,848	-	-	-	4,909
Travel	51,798	47,723	27,932	78,901	-	-	-	206,354
Student Travel	-	-	3,000	7,783	30,101	-	-	40,884
Advertising/Printing/Publishing	21,660	-	-	-	-	-	-	21,660
Maintenance/Repair	78,794	-	12,903	136,959	-	-	-	228,656
Rentals/Leases	32,843	-	36,794	162,092	-	146,100	-	377,829
Others	64,238	1,778	-	31,661	-	359,455	-	457,132
Contracted Services	33,281	61,265	15,445	272,862	-	-	-	382,853
<b>MATERIALS/SUPPLIES/FREIGHT</b>								
Materials	282,581	94,943	225,060	1,173,083	-	-	-	1,775,667
Furniture and Equipment	732,169	572,589	286,472	239,819	-	-	-	1,831,049
Freight	23,691	10,575	25,930	92,397	-	-	-	152,593
<b>CONTRIBUTIONS/TRANSFERS - Other</b>								
	-	(217,136)	-	-	-	-	-	(217,136)
<b>Total</b>	<b>\$ 3,003,657</b>	<b>\$ 4,841,766</b>	<b>\$ 3,103,801</b>	<b>\$ 23,131,068</b>	<b>\$ 31,970</b>	<b>\$ 937,455</b>	<b>\$ 10,081,001</b>	<b>\$ 45,130,718</b>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 2**

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

For the Year Ended June 30, 2021

<u>FUNCTION</u>	<u>General Inclusive Schooling</u>	<u>Staff Development</u>	<u>Assistive Technology</u>	<u>Student Resources</u>	<u>Total</u>
<b><u>SALARIES</u></b>					
Program Support Teachers	\$ 1,385,791	\$ -	\$ -	\$ -	\$ 1,385,791
Consultants	434,294	-	-	-	434,294
Support Assistants	1,122,926	-	-	-	1,122,926
Non Instructional Staff	-	-	62,555	-	62,555
<b><u>EMPLOYEE BENEFITS</u></b>					
Employee Benefits/Allowances	1,202,589	-	-	-	1,202,589
<b><u>SERVICES PURCHASED/ CONTRACTED</u></b>					
Professional/Technical Services	1,707	1,178	-	-	2,885
Travel	47,723	-	-	-	47,723
Other Contracted Services	122,033	-	-	-	122,033
<b><u>MATERIAL/SUPPLIES/FREIGHT</u></b>					
Materials	92,854	-	569,551	-	662,405
Furniture and Equipment	5,127	-	-	-	5,127
Freight	<u>8,781</u>	<u>-</u>	<u>1,794</u>	<u>-</u>	<u>10,575</u>
<b>TOTAL</b>	<b>\$ <u>4,423,825</u></b>	<b>\$ <u>1,178</u></b>	<b>\$ <u>633,900</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>5,058,903</u></b>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 3**

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS  
INDIGENOUS LANGUAGES AND EDUCATION EXPENSES  
For the Year Ended June 30, 2021**

<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>
<b><u>SALARIES</u></b>					
ALCBE Teachers	\$ 1,343,476	\$ -	\$ -	\$ -	\$ 1,343,476
Language Consultants	210,123	-	-	145,478	355,601
Instruction Assistants	-	-	-	52,196	52,196
Honoraria	33,225	3,262	-	47,339	83,826
Elders in Schools	-	-	-	12,486	12,486
<b><u>EMPLOYEE BENEFITS</u></b>					
Employee Benefits/Allowances	583,680	-	-	38,376	622,056
<b><u>SERVICES PURCHASED/ CONTRACTED</u></b>					
Professional/Technical Services	624	-	-	-	624
Travel	752	27,931	-	11,755	40,438
Student Transportation (bussing)	-	-	-	3,000	3,000
Advertising/Printing/Publishing	-	-	-	395	395
Rentals/Leases	1,350	2,374	-	33,070	36,794
Other Contracted Services	3,550	11,075	-	820	15,445
<b><u>MATERIAL/SUPPLIES/FREIGHT</u></b>					
Materials	86,266	30,815	-	107,981	225,062
Furniture and Equipment	5,474	116,803	-	164,195	286,472
Freight	<u>4,446</u>	<u>3,733</u>	<u>-</u>	<u>17,751</u>	<u>25,930</u>
<b>TOTAL</b>	<b>\$ <u>2,272,966</u></b>	<b>\$ <u>195,993</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>634,842</u></b>	<b>\$ <u>3,103,801</u></b>

**BEAUFORT-DELTA EDUCATION COUNCIL**

Schedule 4

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

For the Year Ended June 30, 2021

<u>Contibution Agreement Indigenous Languages</u>	<u>Budget</u>	<u>July 1 to March 31</u>	<u>April 1 to June 30</u>	<u>Total</u>
<b>Revenue</b>				
	<u>3,323,851</u>	<u>2,267,181</u>	<u>669,469</u>	<u>2,936,650</u>
<b>Expenses</b>				
Salaries	878,115	1,618,035	783,515	2,401,550
Other - O & M	-	130,734	62,621	193,355
Moose Kerr	355,056	40,986	49,750	90,736
Chief Paul Niditchie	152,731	12,186	28,645	40,831
Chief Julis	179,968	73,541	12,989	86,530
East Three Elementary	490,344	3,083	69,232	72,315
Angik	198,612	1,690	18,877	20,567
Inualthuyak	111,673	1,822	14,378	16,200
Mangilaluk	268,760	24,693	7,649	32,342
Helen Kalvak	215,124	83,875	16,700	100,575
East Three Secondary	<u>473,468</u>	<u>14,105</u>	<u>34,695</u>	<u>48,800</u>
<b>Total Expenses</b>	<u>3,323,851</u>	<u>2,004,750</u>	<u>1,099,051</u>	<u>3,103,801</u>
<b>Net Surplus (Deficit)</b>	<u>-</u>	<u>262,431</u>	<u>(429,582)</u>	<u>(167,151)</u>



**BEAUFORT-DELTA EDUCATION COUNCIL**

Schedule 5

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS  
FRENCH LANGUAGE PROGRAM**

For the Year Ended June 30, 2021

	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>
<b>Bilateral Agreement Funding</b>			
<b>Special Projects as listed in the agreement:</b>			
Teacher's Assistant Salary	\$ 63,000	\$ 20,951	\$ 83,951
French Monitor - Wage	-	37,020	37,020
French Monitor - Travel	-	2,081	7,550
French Monitor - Housing	-	11,936	11,936
French Resources	5,000	(2,137)	2,863
Cultural Activities	5,000	(5,000)	-
Professional Development	5,000	(5,000)	-
Mentorship with YCS on Immersion Program	<u>15,000</u>	<u>-</u>	<u>15,000</u>
<b>Total</b>	<b>\$ <u>93,000</u></b>	<b>\$ <u>59,851</u></b>	<b>\$ <u>158,320</u></b>
<b>Regular GNWT Funding</b>			
Immersion Program	\$ 78,000		
Mentorship YCS	15,000		
CMEC Odysse Program	-		
GNWT - ECE - Food Allowance	<u>42,557</u>		
<b>Total</b>	<b>\$ <u>135,557</u></b>		

**BEAUFORT-DELTA EDUCATION COUNCIL**

Schedule 6

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS  
JORDAN'S PRINCIPLE  
For the Year Ended June 30, 2021**

	<u>Full Year Total</u>			<u>9 and 3 Month Split</u>	
	June 30, 2021 Budget <u>Unaudited</u>	June 30, 2021 <u>Actual</u>	June 30, 2020 <u>Actual</u>	July 1, 2019 - March 31, 2021 <u>Actual</u>	April 1, 2020 - June 30, 2021 <u>Actual</u>
<b>Revenue</b>					
First Nations and Inuit Health Branch	\$12,851,997	\$14,546,383	\$ 6,000,568	\$14,546,383	\$ -
Carry Forward from Previous Year	<u>454,235</u>	<u>454,235</u>	<u>1,055,551</u>	<u>454,235</u>	<u>8,187,227</u>
<b>Total Revenue</b>	<u>13,306,232</u>	<u>15,000,618</u>	<u>7,056,119</u>	<u>15,000,618</u>	<u>8,187,227</u>
<b>Expenses</b>					
Administration	1,319,707	773,128	86,479	317,698	455,430
Personnel	11,986,525	9,307,872	6,061,479	6,495,693	2,812,179
Transportation	-	-	66,371	-	-
Materials and Supplies	-	-	168,853	-	-
	<u>-</u>	<u>-</u>	<u>218,702</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<u>13,306,232</u>	<u>10,081,000</u>	<u>6,601,884</u>	<u>6,813,391</u>	<u>3,267,609</u>
<b>Net Surplus (Deficit)</b>	<u>\$ -</u>	<u>\$ 4,919,618</u>	<u>\$ 454,235</u>	<u>\$ 8,187,227</u>	<u>\$ 4,919,618</u>
<b>Deferred Revenue</b>	<u>\$ -</u>	<u>\$ 4,919,618</u>	<u>\$ 454,235</u>	<u>\$ 8,187,227</u>	<u>\$ 4,919,618</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

Schedule 7

**NORTHERN DISTANCE LEARNING**  
For the Year Ended June 30, 2021

<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>
<b>Revenue</b>				
Government of the NWT	<u>1,279,504</u>	<u>762,128</u>	<u>517,376</u>	<u>1,279,504</u>
<b>Expenses</b>				
<b>Salaries/Wages</b>				
<b>Instructional Staff</b>				
- 3 OBL teachers and support	535,804	368,901	153,129	522,030
- DL coordinator	266,200	269,124	133,150	402,274
<b>Non-Instructional Staff</b>				
- IT coordinator & support	120,000	68,911	36,753	105,664
- Coordinator Travel (15 schools)	40,000	37,830	6,375	44,205
Coordinator telephone	-	1,299	477	1,776
<b>Services Purchased/ Contracted</b>				
In-class support person (person, phone, doc cam)	175,500	174,972	30,767	205,739
Classroom materials and other supplies	-	8,469	1,176	9,645
<b>Hardware and software</b>				
<b>Computer Equipment</b>				
- Inuvik Hardware/software	142,000	80,293	78,568	158,861
Amendment 1: shared portion of 1 year license	<u>-</u>	<u>1,620</u>	<u>1,609</u>	<u>3,229</u>
<b>Total Expenses</b>	<u>1,279,504</u>	<u>1,011,419</u>	<u>442,004</u>	<u>1,453,423</u>
<b>Net Surplus (Deficit)</b>	<u>-</u>	<u>(249,291)</u>	<u>75,372</u>	<u>(173,919)</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

Schedule 7 cont'd

**NORTHERN DISTANCE LEARNING**

For the Year Ended June 30, 2021

	Total Fiscal <u>Year</u>	<u>Inuvik</u>	<u>Total</u>
<b>REVENUE:</b>			
Education, Culture and Employment	\$ <u>1,279,504</u>	\$ <u>1,279,504</u>	\$ <u>1,279,504</u>
<b>EXPENSES</b>			
<b>Salaries/Wages</b>			
<b>Instructional Staff</b>			
- 3 OBL teachers and support	522,030	522,030	522,030
- DL coordinator	402,274	402,274	402,274
<b>Non-Instructional Staff</b>			
- IT coordinator & support	105,664	105,664	105,664
- Coordinator Travel (15 schools)	44,205	44,205	44,205
Coordinator telephone	1,776	1,776	1,776
Classroom materials and other supplies	9,645	9,645	9,645
<b>Services Purchased/ Contracted</b>			
In-class support persom (person, phone, doc cam)	-	205,739	205,739
<b>Hardware and software</b>			
Computer Equipment	158,861	158,861	158,861
- Inuvik Hardware/software	3,229	3,229	3,229
Freight	<u>3,229</u>	<u>3,229</u>	<u>3,229</u>
<b>Total Expenses</b>	<u>1,247,684</u>	<u>1,453,423</u>	<u>1,453,423</u>
<b>Net Surplus/(Deficit)</b>	\$ <u>31,820</u>	\$ <u>(173,919)</u>	\$ <u>(173,919)</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 8**

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

For the Year Ended June 30, 2021

**NWT Student Success Initiative**

**Professional Development Initiative**

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

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
Revenue	\$ <u>130,000</u>	\$ <u>77,850</u>	\$ <u>132,850</u>
Expenses:			
<b>Salaries/Wages</b>			
Facilitator Fees	25,500	3,554	44,050
<b>Travel</b>			
Air Charter	76,500	112	37,629
Accommodation	25,500	-	43,049
Daily Per Diems	8,500	-	26,005
<b>Workshop Expenses</b>			
Refreshments	25,500	-	14,861
Miscellaneous	<u>8,500</u>	<u>8,632</u>	<u>8,994</u>
Total Expenses	<u>170,000</u>	<u>12,298</u>	<u>174,588</u>
Net Surplus (Deficit)	\$ <u>(40,000)</u>	\$ <u>65,552</u>	\$ <u>(41,738)</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 21,612	\$ 6,295
Due from Related Parties	2,558	1,060
Accounts Receivable	<u>10,241</u>	<u>14,869</u>
	<u>34,411</u>	<u>22,224</u>
<b>LIABILITIES</b>		
Due to Related Parties	3,822	4,391
Payroll Liabilities	512	869
Deferred Revenue	<u>4,349</u>	<u>175</u>
	<u>8,683</u>	<u>5,435</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 25,728</u>	<u>\$ 16,789</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 Actual	2020 Actual
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 72,740	\$ 71,327	\$ 60,389
Other ECE contributions	56,745	48,614	55,374
Other	<u>13,382</u>	<u>7,586</u>	<u>13,025</u>
<b>TOTAL REVENUE</b>	<u>142,867</u>	<u>127,527</u>	<u>128,788</u>
<b>EXPENSES</b>			
Indigenous Languages and Education	-	-	9,656
Administration	31,512	20,486	35,413
School Programs	<u>111,355</u>	<u>98,102</u>	<u>80,983</u>
<b>TOTAL EXPENSES</b>	<u>142,867</u>	<u>118,588</u>	<u>126,052</u>
<b>OPERATING SURPLUS</b>	-	8,939	2,736
<b>OPENING ACCUMULATED SURPLUS</b>	<u>16,789</u>	<u>16,789</u>	<u>14,053</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 16,789</u>	<u>\$ 25,728</u>	<u>\$ 16,789</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY  
DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>			
Non-instructional Staff	\$ 3,873	\$ 47,085	\$ 50,958
Board/Trustee Honoraria	2,925	-	2,925
<b>EMPLOYEE BENEFITS</b>			
Employee Benefit/Allowance	-	3,895	3,895
<b>SERVICES PURCHASED/ CONTRACTED</b>			
Postage/Communication	1,250	-	1,250
Rentals/Leases	-	16,500	16,500
Others	3,023	-	3,023
Contracted Services	-	60	60
<b>MATERIALS/SUPPLIES/FREIGHT</b>			
Materials	9,323	30,562	39,885
Furniture and Equipment	92	-	92
<b>Total</b>	<u>\$ 20,486</u>	<u>\$ 98,102</u>	<u>\$ 118,588</u>



**FT MCPHERSON DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 54,124	\$ 70,243
Due from Related Parties	7,516	12,331
Accounts Receivable	<u>11,556</u>	<u>2,736</u>
	<u>73,196</u>	<u>85,310</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	62,176	50,112
Due to Related Parties	4,366	4,517
Payroll Liabilities	568	(174)
Deferred Revenue	<u>2,491</u>	<u>37,054</u>
	<u>69,601</u>	<u>91,509</u>
<b>ACCUMULATED SURPLUS (DEFICIT)</b>	<u>\$ 3,595</u>	<u>\$ (6,199)</u>

**FT MCPHERSON DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 <u>Actual</u>	2020 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 71,564	\$ 56,177	\$ 51,375
Other ECE contributions	64,579	29,574	44,367
Other contributions	-	5,257	7,252
Other	<u>19,270</u>	<u>25,952</u>	<u>55,385</u>
<b>TOTAL REVENUE</b>	<u>155,413</u>	<u>116,960</u>	<u>158,379</u>
<b>EXPENSES</b>			
Indigenous Languages and Education	16,295	13,802	24,252
Administration	44,746	32,345	61,981
School Programs	<u>94,372</u>	<u>61,019</u>	<u>76,568</u>
<b>TOTAL EXPENSES</b>	<u>155,413</u>	<u>107,166</u>	<u>162,801</u>
<b>OPERATING SURPLUS</b>	-	9,794	(4,422)
<b>OPENING ACCUMULATED DEFICIT</b>	<u>(6,199)</u>	<u>(6,199)</u>	<u>(1,777)</u>
<b>CLOSING ACCUMULATED SURPLUS (DEFICIT)</b>	<u>\$ (6,199)</u>	<u>\$ 3,595</u>	<u>\$ (6,199)</u>

**FT MCPHERSON DISTRICT EDUCATION AUTHORITY**  
**DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>				
Instruction Assistants	-	-	25,369 \$	25,369
Non-instructional Staff	10,751	12,036	-	22,787
Board/Trustee Honoraria	775	-	-	775
<b>EMPLOYEE BENEFITS</b>				
Employee Benefit/Allowance	1,393	486	1,361	3,240
<b>SERVICES PURCHASED/ CONTRACTED</b>				
Postage/Communication	1,955	-	-	1,955
Student Travel	-	-	1,283	1,283
Rentals/Leases	-	-	14,640	14,640
Others	784	-	15,071	15,855
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	16,687	1,280	1,676	19,643
Freight	-	-	1,619	1,619
<b>Total</b>	<u>32,345 \$</u>	<u>13,802 \$</u>	<u>61,019 \$</u>	<u>107,166</u>

**INUVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 56,621	\$ 43,470
Due from Related Parties	19,353	29,801
Accounts Receivable	<u>12,230</u>	<u>11,740</u>
	<u>88,204</u>	<u>85,011</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	2,650	5,225
Payroll Liabilities	11,641	4,820
Deferred Revenue	<u>5,823</u>	<u>3,502</u>
	<u>20,114</u>	<u>13,547</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 68,090</u>	<u>\$ 71,464</u>

**INUVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 115,612	\$ 125,873	\$ 99,337
Other	<u>88,683</u>	<u>37,669</u>	<u>67,013</u>
<b>TOTAL REVENUE</b>	<u>204,295</u>	<u>163,542</u>	<u>166,350</u>
<b>EXPENSES</b>			
Indigenous Languages and Education	24,292	55,123	50,465
Administration	99,200	77,807	85,552
Inclusive Schooling	-	-	11,930
School Programs	<u>80,803</u>	<u>33,986</u>	<u>(36,255)</u>
<b>TOTAL EXPENSES</b>	<u>204,295</u>	<u>166,916</u>	<u>111,692</u>
<b>OPERATING DEFICIT</b>	-	(3,374)	54,658
<b>OPENING ACCUMULATED SURPLUS</b>	<u>71,464</u>	<u>71,464</u>	<u>16,806</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 71,464</u>	<u>\$ 68,090</u>	<u>\$ 71,464</u>

**INUVIK DISTRICT EDUCATION AUTHORITY  
DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>				
Instruction Assistants	\$ -	\$ 52,196	-	\$ 52,196
Non-instructional Staff	49,545	-	7,281	56,826
Board/Trustee Honoraria	5,750	-	-	5,750
<b>EMPLOYEE BENEFITS</b>				
Employee Benefit/Allowance	4,310	2,927	895	8,132
<b>SERVICES PURCHASED/ CONTRACTED</b>				
Postage/Communication	47	-	-	47
Utilities & Leases	1,061	-	-	1,061
Travel	7,069	-	-	7,069
Others	9,214	-	-	9,214
Contracted Services	429	-	25,810	26,239
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	<u>382</u>	-	-	<u>382</u>
<b>Total</b>	<u>\$ 77,807</u>	<u>\$ 55,123</u>	<u>\$ 33,986</u>	<u>\$ 166,916</u>

**PAULATUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 13,779	\$ 17,483
Due from Related Parties	23,364	7,559
Accounts Receivable	<u>2,115</u>	<u>-</u>
	<u>39,258</u>	<u>25,042</u>
<b>LIABILITIES</b>		
Due to Related Parties	4,716	7,485
Payroll Liabilities	3,956	1,329
Deferred Revenue	<u>10,668</u>	<u>7,042</u>
	<u>19,340</u>	<u>15,856</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 19,918</u>	<u>\$ 9,186</u>

**PAULATUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 <u>Actual</u>	2020 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 39,843	\$ 46,284	\$ 31,642
Other	<u>12,569</u>	<u>11,325</u>	<u>8,399</u>
<b>TOTAL REVENUE</b>	<u>52,412</u>	<u>57,609</u>	<u>40,041</u>
<b>EXPENSES</b>			
Administration	17,751	13,968	11,705
School Programs	<u>34,661</u>	<u>32,909</u>	<u>21,305</u>
<b>TOTAL EXPENSES</b>	<u>52,412</u>	<u>46,877</u>	<u>33,010</u>
<b>OPERATING SURPLUS</b>	-	10,732	7,031
<b>OPENING ACCUMULATED SURPLUS</b>	<u>9,186</u>	<u>9,186</u>	<u>2,155</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 9,186</u>	<u>\$ 19,918</u>	<u>\$ 9,186</u>



**PAULATUK DISTRICT EDUCATION AUTHORITY**  
**DETAILS OF EXPENSES**  
 For the Year Ended June 30, 2021

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>			
Non-instructional Staff	\$ 8,156	\$ 840	\$ 8,996
Board/Trustee Honoraria	2,702	-	2,702
<b>EMPLOYEE BENEFITS</b>			
Employee Benefit/Allowance	560	264	824
<b>SERVICES PURCHASED/ CONTRACTED</b>			
Others	112	-	112
Contracted Services	1,423	31,319	32,742
<b>MATERIALS/SUPPLIES/FREIGHT</b>			
Materials	<u>1,015</u>	<u>486</u>	<u>1,501</u>
<b>Total</b>	<u>\$ 13,968</u>	<u>\$ 32,909</u>	<u>\$ 46,877</u>

**SACHS HARBOUR DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 42,173	\$ 34,656
Due from Related Parties	<u>6,376</u>	<u>2,550</u>
	<u>48,549</u>	<u>37,206</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	-	15
Payroll Liabilities	453	459
Deferred Revenue	<u>14,457</u>	<u>9,457</u>
	<u>14,910</u>	<u>9,931</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 33,639</u>	<u>\$ 27,275</u>

**SACHS HARBOUR DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 6,376	\$ 6,376	\$ 6,376
Other	<u>-</u>	<u>-</u>	<u>1,017</u>
<b>TOTAL REVENUE</b>	<u>6,376</u>	<u>6,376</u>	<u>7,393</u>
<b>EXPENSES</b>			
Administration	5,376	18	1,863
School Programs	<u>1,000</u>	<u>-</u>	<u>6,500</u>
<b>TOTAL EXPENSES</b>	<u>6,376</u>	<u>18</u>	<u>8,363</u>
<b>OPERATING SURPLUS</b>	-	6,358	(970)
<b>OPENING ACCUMULATED SURPLUS</b>	<u>27,281</u>	<u>27,281</u>	<u>28,251</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 27,281</u>	<u>\$ 33,639</u>	<u>\$ 27,281</u>

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

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Total</u>
<b>SERVICES PURCHASED/ CONTRACTED</b>		
Others	\$ 18	\$ 18
<b>Total</b>	<b>\$ 18</b>	<b>\$ 18</b>

**TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 24,420	\$ 29,239
Due from Related Parties	<u>8,698</u>	<u>2,532</u>
	<u>33,118</u>	<u>31,771</u>
<b>LIABILITIES</b>		
Payroll Liabilities	<u>8</u>	<u>186</u>
	<u>8</u>	<u>186</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 33,110</u>	<u>\$ 31,585</u>

**TSHIGEHTCHIC DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 8,698	\$ 8,698	\$ 8,440
Other	<u>4,388</u>	<u>-</u>	<u>17,154</u>
<b>TOTAL REVENUE</b>	<u>13,086</u>	<u>8,698</u>	<u>25,594</u>
<b>EXPENSES</b>			
Indigenous Languages and Education	-	-	9,399
Administration	4,070	4,058	12,945
School Programs	<u>9,016</u>	<u>3,115</u>	<u>3,476</u>
<b>TOTAL EXPENSES</b>	<u>13,086</u>	<u>7,173</u>	<u>25,820</u>
<b>OPERATING SURPLUS</b>	-	1,525	(226)
<b>OPENING ACCUMULATED SURPLUS</b>	<u>31,585</u>	<u>31,585</u>	<u>31,811</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 31,585</u>	<u>\$ 33,110</u>	<u>\$ 31,585</u>

**TSIIGEHHTCHIC DISTRICT EDUCATION AUTHORITY**  
**DETAILS OF EXPENSES**  
 For the Year Ended June 30, 2021

**EMPLOYEE BENEFITS**  
 Employee Benefit/Allowance  
**SERVICES PURCHASED/ CONTRACTED**  
 Contracted Services  
**MATERIALS/SUPPLIES/FREIGHT**  
 Materials  
**Total**

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
\$	282 \$	-	\$ 282
	3,286	550	3,836
	<u>490</u>	<u>2,565</u>	<u>3,055</u>
\$	<u>4,058 \$</u>	<u>3,115 \$</u>	<u>7,173</u>

**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 87,612	\$ 36,152
Due from Related Parties	2,521	42,848
Accounts Receivable	<u>21,765</u>	<u>15,139</u>
	<u>111,898</u>	<u>94,139</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	39,692	43,134
Due to Related Parties	10,933	10,933
Payroll Liabilities	681	1,105
Deferred Revenue	<u>7,084</u>	<u>2,084</u>
	<u>58,390</u>	<u>57,256</u>
<b>NET FINANCIAL RESOURCES</b>	<u>53,508</u>	<u>36,883</u>
<b>NON-FINANCIAL ASSETS</b>		
Prepaid Expenses	<u>1,500</u>	<u>-</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 55,008</u>	<u>\$ 36,883</u>



**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 <u>Actual</u>	2020 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 82,994	\$ 69,758	\$ 67,113
Other ECE contributions	-	27,811	36,404
Other Government of Canada	29,000	-	17,425
Other	<u>35,000</u>	<u>56,483</u>	<u>36,156</u>
<b>TOTAL REVENUE</b>	<u>146,994</u>	<u>154,052</u>	<u>157,098</u>
<b>EXPENSES</b>			
Indigenous Languages and Education	-	-	3,000
Administration	43,000	22,329	24,942
School Programs	<u>103,994</u>	<u>113,598</u>	<u>114,447</u>
<b>TOTAL EXPENSES</b>	<u>146,994</u>	<u>135,927</u>	<u>142,389</u>
<b>OPERATING SURPLUS</b>	-	18,125	14,709
<b>OPENING ACCUMULATED SURPLUS</b>	<u>36,883</u>	<u>36,883</u>	<u>22,174</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 36,883</u>	<u>\$ 55,008</u>	<u>\$ 36,883</u>

**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY**  
**DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>			
Non-instructional Staff	2,814 \$	36,909 \$	39,723
Board/Trustee Honoraria	2,250	-	2,250
<b>EMPLOYEE BENEFITS</b>			
Employee Benefit/Allowance	2,011	3,993	6,004
<b>SERVICES PURCHASED/ CONTRACTED</b>			
Utilities & Leases	-	3,848	3,848
Rentals/Leases	7,363	16,500	23,863
Others	1,891	-	1,891
Contracted Services	(450)	-	(450)
<b>MATERIALS/SUPPLIES/FREIGHT</b>			
Materials	6,450	52,348	58,798
<b>Total</b>	<u>22,329 \$</u>	<u>113,598 \$</u>	<u>135,927</u>

**ULUKHAKTOK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 16,591	\$ 39,197
Due from Related Parties	4,568	13,905
Accounts Receivable	<u>(690)</u>	<u>1,940</u>
	<u>20,469</u>	<u>55,042</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	250	250
Due to Related Parties	-	11,335
Payroll Liabilities	686	442
Deferred Revenue	<u>972</u>	<u>21,972</u>
	<u>1,908</u>	<u>33,999</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 18,561</u>	<u>\$ 21,043</u>

**ULUKHAKTOR DISTRICT EDUCATION AUTHORITY  
STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021	2021	2020
	Budget	Actual	Actual
	(Unaudited)		
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 57,250	\$ 60,240	\$ 46,021
Other ECE contributions	35,000	49,726	34,419
Other contributions	-	-	469
Other	10,608	20,614	17,780
<b>TOTAL REVENUE</b>	<u>102,858</u>	<u>130,580</u>	<u>98,689</u>
<b>EXPENSES</b>			
Indigenous Languages and Education	450	450	-
Administration	16,370	20,572	14,054
School Programs	86,038	112,040	70,110
<b>TOTAL EXPENSES</b>	<u>102,858</u>	<u>133,062</u>	<u>84,164</u>
<b>OPERATING DEFICIT</b>	-	(2,482)	14,525
<b>OPENING ACCUMULATED SURPLUS</b>	<u>21,043</u>	<u>21,043</u>	<u>6,518</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 21,043</u>	<u>\$ 18,561</u>	<u>\$ 21,043</u>

**ULUKHAKTOK DISTRICT EDUCATION AUTHORITY**  
**DETAILS OF EXPENSES**  
For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>				
Non-instructional Staff	\$ 4,780	\$ 450	\$ 90,334	\$ 95,564
Board/Trustee Honoraria	8,125	-	-	8,125
<b>EMPLOYEE BENEFITS</b>				
Employee Benefit/Allowance	370	-	3,331	3,701
<b>SERVICES PURCHASED/ CONTRACTED</b>				
Student Travel	-	-	485	485
Others	4,670	-	150	4,820
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	2,627	-	17,740	20,367
<b>Total</b>	<u>\$ 20,572</u>	<u>\$ 450</u>	<u>\$ 112,040</u>	<u>\$ 133,062</u>

**NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 15,812,190	\$ 10,174,054
Accounts Receivable	361,802	410,008
Restricted Assets	<u>294,960</u>	<u>293,124</u>
	<u>16,468,952</u>	<u>10,877,186</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	724,982	795,046
Due to Related Parties	51,117	73,925
Payroll Liabilities	4,306,381	4,009,154
Employee Deductions Payable	2,603	1,696
Deferred Revenue	5,189,334	774,720
Post-Employment Benefits	2,352,075	2,704,647
Trust Liabilities	<u>294,960</u>	<u>293,124</u>
	<u>12,921,452</u>	<u>8,652,312</u>
<b>NET FINANCIAL RESOURCES</b>	<u>3,547,500</u>	<u>2,224,874</u>
<b>NON-FINANCIAL ASSETS</b>		
Prepaid Expenses	<u>-</u>	<u>3,000</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 3,547,500</u>	<u>\$ 2,227,874</u>

**NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 Actual	2020 Actual
<b>REVENUE</b>			
<b>Government of the NWT</b>			
Regular contributions	\$ 32,514,424	\$ 32,515,540	\$ 30,951,002
Other ECE contributions	75,000	1,310,504	1,127,276
Other contributions	74,250	132,150	189,210
GNWT - COVID contributions	<u>-</u>	<u>1,733,697</u>	<u>-</u>
<b>Total Government of the NWT</b>	<u>32,663,674</u>	<u>35,691,891</u>	<u>32,267,488</u>
<b>Government of Canada</b>			
Jordan Princippal	13,306,232	10,081,000	6,601,884
Other Government of Canada	<u>8,020</u>	<u>7,900</u>	<u>8,020</u>
<b>Total Government of Canada</b>	<u>13,314,252</u>	<u>10,088,900</u>	<u>6,609,904</u>
<b>Board Generated Funds</b>			
Investment Income	160,000	125,685	113,234
Other	<u>628,649</u>	<u>272,873</u>	<u>349,397</u>
<b>Total Board Generated Funds</b>	<u>788,649</u>	<u>398,558</u>	<u>462,631</u>
<b>TOTAL REVENUE</b>	<u>46,766,575</u>	<u>46,179,349</u>	<u>39,340,023</u>
<b>EXPENSES</b>			
Indigenous Languages and Education	3,253,851	3,034,426	2,694,288
Administration	3,120,387	3,005,107	2,329,762
Inclusive Schooling	5,802,739	5,058,902	4,514,018
School Programs	20,869,705	22,710,863	21,178,101
Student Accommodations	176,453	31,970	104,216
Operations & Maintenance	965,000	937,455	857,396
Jordan's Principle	<u>13,306,232</u>	<u>10,081,000</u>	<u>6,535,153</u>
<b>TOTAL EXPENSES</b>	<u>47,494,367</u>	<u>44,859,723</u>	<u>38,212,934</u>
<b>OPERATING SURPLUS (DEFICIT)</b>	(727,792)	1,319,626	1,127,089
<b>OPENING ACCUMULATED SURPLUS</b>	<u>2,227,874</u>	<u>2,227,874</u>	<u>1,100,785</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 1,500,082</u>	<u>\$ 3,547,500</u>	<u>\$ 2,227,874</u>

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

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Student Accommodations</u>	<u>Operations &amp; Maintenance</u>	<u>Jordan's Principle</u>	<u>Total</u>
<b>SALARIES:</b>								
Teachers	\$ -	\$ 1,385,790	\$ 1,343,476	\$ 12,250,139	-	\$ -	\$ 2,590,133	\$ 17,569,538
Instruction Assistants	-	-	-	125,460	-	-	773,129	898,589
Non-instructional Staff	1,120,804	1,619,775	355,601	2,999,186	-	-	3,793,937	9,889,303
Board/Trustee Honoraria	16,680	-	83,826	30,815	-	-	-	131,321
<b>EMPLOYEE BENEFITS</b>								
Employee								
Benefit/Allowance	327,225	1,202,589	618,643	5,131,573	-	431,900	2,923,802	10,635,732
Leave and Termination	-	-	-	68,150	-	-	-	68,150
<b>SERVICES</b>								
<b>PURCHASED/</b>								
<b>CONTRACTED</b>								
Professional/Technical								
Services	62,842	60,768	-	-	-	-	-	123,610
Postage/Communication	39,366	1,107	624	104,783	-	-	-	147,749
Travel	44,729	47,723	27,932	78,901	-	-	-	199,285
Student Travel	-	-	3,000	6,015	30,101	-	-	39,116
Advertising/Printing/Publishing	21,660	-	-	-	-	-	-	21,660
Maintenance/Repair	78,794	-	12,903	136,959	-	-	-	228,656
Rentals/Leases	25,480	-	36,794	114,452	-	146,100	-	322,826
Others	44,526	1,778	-	16,440	-	359,455	-	422,199
Contracted Services	28,593	61,265	15,445	215,123	-	-	-	320,426
<b>MATERIALS/SUPPLIE</b>								
<b>S/FREIGHT</b>								
Materials	245,607	94,943	223,780	1,067,706	-	-	-	1,632,036
Furniture and Equipment	732,077	572,589	286,472	239,819	-	-	-	1,830,957
Freight	23,691	10,575	25,930	90,778	-	-	-	150,974
<b>CONTRIBUTIONS/TR</b>								
<b>ANSFERS</b>								
Transfers - Other	193,033	-	-	34,564	-	-	-	227,597
<b>Total</b>	<b>\$ 3,005,107</b>	<b>\$ 5,058,902</b>	<b>\$ 3,034,426</b>	<b>\$ 22,710,863</b>	<b>\$ 31,970</b>	<b>\$ 937,455</b>	<b>\$ 10,081,001</b>	<b>\$ 44,859,724</b>



## Approvals

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### *Operating Plan*



Education Body Chair

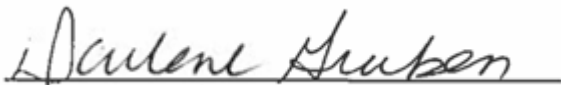
October 9<sup>th</sup> 2020



Superintendent

October 9<sup>th</sup> 2020

### *Annual Report*



Education Body Chair

October 24<sup>th</sup> 2021

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Date



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Superintendent

October 25<sup>th</sup> 2021

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Date

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Education Accountability Framework

# Commission scolaire francophone TNO

Annual Report

For the 2020-21 School Year

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Commission scolaire francophone  
Territoires du Nord-Ouest

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# Education Accountability

# Framework

# Commission scolaire

# francophone des TNO

# Rapport annuel

# Année scolaire 2020-2021

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## Plan de fonctionnement – Sommaire

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

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

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

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

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

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

Les mesures suivantes ont été prises pour nos écoles pour l'année scolaire 2020-2021 :

- 1) Un conseiller en soins à l'enfance et à la jeunesse sera nommé à l'École Allain St-Cyr.
- 2) Un poste d'animateur culturel à 0,5 année-personne sera créé dans chaque école.
- 3) Les élèves continueront de profiter des services d'un conseiller en carrières et en éducation dans nos deux écoles.
- 4) Les travaux concernant notre Profil de sortie de l'élève se poursuivront. Nous avons fait du développement des compétences en pensée critique notre principal objectif pour 2020-2021.

- 5) En raison des restrictions dues à la COVID-19, qui exigent que nous maintenions les groupes-classes dans des bulles dans la mesure du possible, il nous a été difficile de déterminer les options et les partenariats que nous conserverons durant cette année scolaire. Nous nous assurerons que le démarrage des cours se passe bien et nous ajouterons des activités à mesure de l'avancement de l'année, selon la situation du territoire et la phase de réouverture dans laquelle nous nous trouvons.

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

- 1) Comme les déplacements seront limités cette année, nous continuerons à fournir aux élèves des occasions de participer à des activités scolaires et parascolaires, bien que de façon virtuelle pour certaines. Les autres activités ont été repoussées à l'année suivante.
- 2) L'ajout d'un animateur culturel dans chacune de nos écoles aura des retombées positives sur nos élèves, particulièrement sur le développement de leur identité culturelle.

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

- 1) Nous maintiendrons un environnement chaleureux, accueillant et respectueux pour les parents, même s'ils ne sont pas en mesure de venir à l'école aussi souvent qu'ils aimeraient ou que nous aimerions.
- 2) Nous continuerons à aider les parents à soutenir l'apprentissage et la croissance de leurs enfants.
- 3) Nous continuerons d'assurer une communication ouverte et soutenue avec les parents. Nous déployons des efforts particuliers pour les joindre par vidéoconférence ou par téléphone.

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

- 1) Nous continuerons à peaufiner notre stratégie pour garantir la croissance et la vitalité de nos écoles.
  - a. Création d'une garderie en français à Hay River.
  - b. Rénovation de la Garderie Plein Soleil à Yellowknife : nous sommes à la recherche d'autres options de financement ou d'un autre bâtiment.
  - c. Agrandissement de l'École Boréale.
  - d. Agrandissement de l'École Allain St-Cyr.
- 2) Nous continuerons à favoriser le recrutement et la rétention des élèves afin d'augmenter le nombre d'inscriptions.
  - a. Élaboration d'un plan de communication pour présenter le nouveau règlement sur l'admission des élèves dans nos écoles.

- b. Ce plan s'inspirera des stratégies de communication utilisées l'année dernière pour la promotion de l'éducation en français langue première, surtout en prématernelle et en maternelle.

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

- 1) Nous continuerons à produire des directives administratives dans plusieurs domaines ciblés pour améliorer notre gouvernance et accroître la clarté dans tout l'organisme.
- 2) Nous continuerons à nous focaliser sur les résultats des élèves et sur l'amélioration continue. Ils constitueront notre priorité pour nos futurs besoins en dotation.
- 3) Nous poursuivrons notre stratégie de développement du leadership au sein de la CSFTNO en 2020-2021. Nous élaborons un plan de relève pour préparer le personnel aux fonctions de haute direction scolaire.

## Rapport annuel – Sommaire

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

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

D'après les priorités établies pour l'année scolaire 2020-2021, la Commission scolaire francophone a connu une autre belle année dans la majeure partie de son champ d'action.

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

- 1) Un conseiller en soins à l'enfance et à la jeunesse a commencé à travailler à l'ÉASC en octobre 2020. Il a donné sa démission à la mi-avril 2021. Un autre conseiller a pris la relève pour le reste de l'année scolaire. Nous avons remarqué que la présence d'un conseiller a permis d'améliorer le bien-être des élèves.
- 2) Un poste d'animateur culturel à 0,5 année-personne sera créé dans chaque école; l'ajout des deux postes à temps partiel a eu une grande influence sur la connaissance et la compréhension des différences culturelles.
- 3) Les conseillers en orientation et en éducation ont été mutés à une nouvelle division, et un nouveau cadre de référence a été élaboré. Malheureusement, nos écoles ont eu accès à très peu de services cette année.
- 4) En 2020-2021, nous avons continué à travailler sur le profil de sortie de l'élève. Les membres du comité directeur ont participé à de nombreuses activités de perfectionnement professionnel, et le cadre sur la pensée critique (l'une de nos priorités) a été élaboré, puis implanté en septembre 2021.
- 5) Malgré les restrictions liées à la COVID-19, les écoles de la CSFTNO ont été très chanceuses : sauf les deux semaines de fermeture du 3 au 17 mai 2021, tous les élèves étaient à l'école en personne pour l'apprentissage.

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

- 1) Plusieurs élèves ont participé à des événements francophones en ligne à l'échelle territoriale et nationale, comme le Parlement jeunesse.
- 2) L'ajout d'un animateur culturel à 0,5 année-personne dans chacune de nos écoles aura des retombées positives sur nos élèves, particulièrement sur le développement de leur identité culturelle. Le financement provient entièrement de tierces parties.

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

- 1) Même pendant la pandémie, nous avons continué à aider les parents à soutenir l'apprentissage et la croissance de leurs enfants.
- 2) Nous avons continué d'assurer une communication ouverte et soutenue avec les parents.

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

- 1) Nous avons continué à peaufiner notre stratégie pour garantir la croissance et la vitalité de nos écoles.
  - a. Une étude de faisabilité a confirmé la nécessité d'une garderie francophone à Hay River. On a tenu des discussions, puis une première rencontre avec la Division de la Petite enfance du MÉCF. Le ministère appuie la création de la garderie.
  - b. Les rénovations de la Garderie Plein Soleil à Yellowknife sont toujours au point mort. Le MÉCF a été averti qu'il s'agit d'un projet en deux phases, dont la première a pour objectif d'offrir six places supplémentaires et d'améliorer les services de la garderie, et la deuxième de concevoir une classe au-dessus de la garderie, au deuxième étage de l'ÉASC, ce qui porterait le nombre de places offertes à 60. Des discussions sont en cours sur de potentielles sources de financement ou la possibilité d'inclure les rénovations dans un projet d'agrandissement futur de l'école.
  - c. Une première discussion avec le ministre de l'Éducation, de la Culture et de la Formation au sujet de l'agrandissement de l'École Boréale a eu lieu le 15 juin 2021. La CSFTNO va continuer à bonifier le dossier pour assurer la réalisation des travaux à l'ÉB.
  - d. Une première discussion avec le ministre de l'Éducation, de la Culture et de la Formation au sujet de l'agrandissement de l'École Allain St-Cyr a eu lieu le 15 juin 2021. L'école était déjà à 82,5 % de sa capacité en date du 30 septembre 2020. L'agrandissement du bâtiment ou la construction d'une nouvelle école secondaire ont été discutés. La CSFTNO va continuer à bonifier le dossier pour assurer la réalisation des travaux à l'ÉASC.
- 2) Nous continuerons à favoriser le recrutement et la rétention des élèves afin d'augmenter le nombre d'inscriptions.

Un plan de communication pour présenter le nouveau règlement sur l'admission des élèves dans nos écoles a été préparé. L'ÉASC a recensé un nombre record d'inscriptions cette année. En date du 30 septembre 2020, l'ÉASC comptait 164,5 élèves (+15), mais les inscriptions à l'ÉB ont diminué à 78,5 (-6,5), ce qui représente une hausse globale de 8,5 élèves.

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

- 1) Huit directives administratives ont été définies, puis mises en place.
- 2) Nous avons conçu un modèle de collecte de données afin de mieux orienter les



stratégies pédagogiques, les besoins en perfectionnement professionnel et les priorités de dotation du personnel.

- 3) Nous renforçons les capacités du personnel aux fonctions de haute direction. Un plan de relève est en cours d'élaboration.

Dans l'ensemble, nous avons connu une très bonne année. La nouvelle structure du modèle d'accompagnement en alphabétisation et en enseignement des mathématiques, l'ajout d'un animateur culturel dans les deux écoles, ainsi que les avantages découlant des activités de perfectionnement professionnel en ligne et les discussions en personne entre les enseignants ont contribué à une meilleure synergie dans les divisions et les matières spécialisées. Les communautés d'apprentissage professionnelles se sont multipliées. Le climat organisationnel s'est solidifié. Bref, nous sommes fiers du travail accompli en 2020-2021.

Douze diplômés feront la transition vers les études postsecondaires ou le marché du travail. Nous sommes fiers d'afficher un taux de diplomation de 91,6 %.

## Operating Plan - Executive Summary

The Commission scolaire francophone TNO's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

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

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

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

For the 2020-2021 school year, these elements will be added to our schools:

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

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

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

### Priority 3: Support and actively encourage the participation and involvement of parents and families.

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

### Priority 4: Ensure the continued growth and vitality of the CSFTNO.

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

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

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

## Annual Report - Executive Summary

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The Commission scolaire francophone TNO's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, **including any specific information related to the COVID-19 pandemic:**

As per the priorities set out for the 2020-2021 school year, the Commission scolaire francophone had another successful year in most areas within its control.

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

- 1) A CYCC was on-boarded and started at ÉASC in October 2020. He resigned in mid-April 2021. For the remainder of the school year, we had coverage from another CYCC. While the CYCC was present, we saw an improvement in student well-being.
- 2) A 0.5 PY Cultural Facilitator position will be added to each school. The addition of these two part-time positions had a huge impact on cultural awareness and appreciation.
- 3) Career Education Advisors (CEA) were shuffled to a new division and a new framework developed. Unfortunately, we had very little services offered to our schools this year.
- 4) In 2020-2021, our work on the Student Exit Profile continued. Our steering committee has had extensive professional development and the framework the Critical Thinking priority was developed and will be implementing as of September 2021.
- 5) Despite restrictions due to COVID-19, CSFTNO schools were very fortunate and, apart from a two-week school closure from May 3 - 17, 2021, all students were present for in-person learning.

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

- 1) Several students participated in on-line territorial and national francophone events such as Parlement Jeunesse.
- 2) The addition of a 0.5 PY Cultural Facilitator in each of our schools had a positive impact on our students and the development of their cultural identity. This position is funded by third-party funding.

**Priority 3: Support and actively encourage the participation and involvement of parents and families.**

- 1) Despite COVID, we continued to support parents in order that they may support their child's learning and growth.
- 2) We continued to ensure open and ongoing communication with parents.

**Priority 4: Ensure the continued growth and vitality of the CSFTNO.**

- 1) We continued to work on our strategy to ensure the continued growth and vitality of our schools.
  - a. A feasibility study confirmed the need for a francophone daycare in Hay River. Discussions and a first meeting with the Early Childhood division of ECE was held. The Minister of Education supports the development of a francophone daycare in Hay River.
  - b. Renovation of the Garderie Plein Soleil in Yellowknife remains at a standstill. ECE has been made aware that this is a two-phase project, the first meant to increase the number of spaces by six, and to greatly improve the functionality of the GPS, the second, to expand up into a classroom above the GPS on the second floor of ÉASC thus increasing the number of spaces to 60. Discussions are on-going regarding possible

sources of funding and/or the possibility of including the renovation in a further expansion project of ÉASC.

- c. A first discussion with the Minister of Education regarding the construction of an expansion at École Boréale took place on June 15, 2021. CSFTNO will continue to build its case to guarantee an expansion of ÉB.
  - d. A first discussion with the Minister of Education regarding the construction of an expansion at École Allain St-Cyr took place on June 15, 2021. ÉASC is already at 82.5% as of September 30, 2020. An expansion of the existing school or the construction of a new high school were discussed. CSFTNO will continue to build its case to guarantee an expansion of ÉASC.
- 2) We will continue to encourage student recruitment and retention with the goal of increasing enrolment.
- a. A communication plan to showcase the new regulation regarding the admission of students to our schools was put in place. ÉASC benefitted from its highest student enrolment this year. As of September 30, 2020 – 164.5 (+15), however ÉB lost students – 78.5 (-6.5), for an overall gain of 8.5 students.

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

- 1) Eight administrative directives were created and implemented.
- 2) We developed a data collection model to better inform teaching strategies, professional development needs and staffing priorities.
- 3) We are building capacity at the leadership level. A succession plan is being developed.

Overall, we have had a very successful year. The new structure around the Literacy and Numeracy coaching model, the addition of cultural facilitators in both schools and the benefits of virtual professional development activities as well as in person exchanges between teachers led to better synergy within divisions and specialty subjects. Professional Learning Communities have multiplied. The organizational climate was solidified and we are extremely proud of the work that was accomplished in 2020-2021.

Twelve graduates will be moving to either post-secondary studies or the work force. We are proud to announce a 91.6% graduation rate.

# 1. Administration and School Services

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

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

## ***A. Governance of Education Bodies***

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

CSFTNO was established in November 2001 as a non-profit organization.

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

The DEC Chair reports to the Minister of Education. The Chair ensures that the DEC operates smoothly. The Chair can also represent the DEC in contacts with outside organizations.

There are six elected members, three members from Yellowknife (Simon Cloutier, Chair; Jean de Dieu Tuyishime and Marie-Ève Martel) and three members from Hay River; Sarah Poitras (resigned in August 2020), Vice-Chair; Nicole Fournier (resigned in June 2020) and Michael St-Amour. Jessica King replaced Sarah Poitras in October 2020, and Catherine Boulanger replaced Nicole Fournier in November 2020.

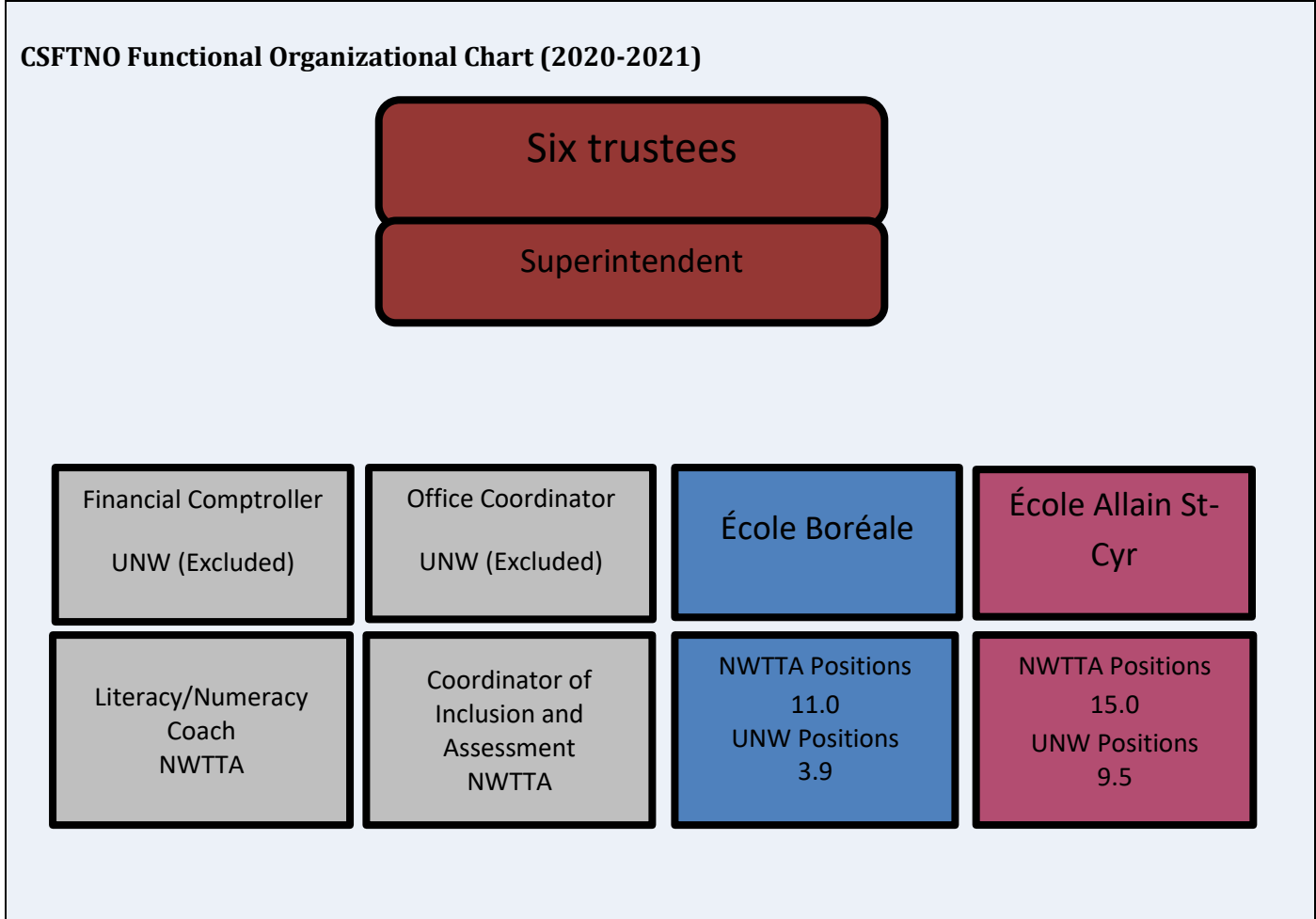
The superintendent is Yvonne Careen.

The CSFTNO's DEC meets monthly, except in July, and sometimes August. Committee meetings take place regularly throughout the school year. CSFTNO also hosts two, two-day retreats, one in the fall and one in the spring. All regular meetings were held in the 2020-2021 school year.

Besides the superintendent, there are four employees at CSFTNO's DEC office; the Financial Comptroller (Marc Akpoé), the Coordinator of Inclusion and Assessment (Mathieu Gagnon), the Literacy/Numeracy Coach (Geneviève Charron) and the Office Coordinator (Mama Sylla Ndeye).

**B. Functional Organizational Chart**

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





### C. Governance Training

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

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Education Body Governance	Superintendent External Consultant	New trustees	As needed	Yes	
Robert's Rules of Order	External Consultant	DEC	Fall Board Retreat	Yes, in relation to our policies	
Establishing a Vision	External Consultant	DEC	Development of 2021-2026 Strategic Plan October 2020	Yes, in the development of the new Strategic Plan	
Lobbying	External Consultant	DEC	Spring Board Retreat	No, consultant cancelled	

### D. Education Body Meetings

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

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
August 24, 2020	Virtual	Yes	
September 21, 2020	Virtual	Yes	
October 19, 2020	Virtual	Yes	
November 16, 2020	Virtual	Yes	
November 28 and 29, 2020	Yellowknife, in person	Yes	
December 7, 2020	Organizational Meeting	Yes	

January 18, 2021	Virtual	Yes	
February 15, 2021	Virtual	Yes	
April 19, 2021	Virtual	Yes	
May 17, 2021	Virtual	Yes	
May 29 and 30, 2021	Yellowknife, in person	Yes	
June 21, 2021	Virtual	As June 21 was a holiday, June 23	

### E. School Profiles

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

<b>Total Number of Schools in District</b>	2	<b>Total Anticipated Student Head Count</b>	243
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
École Boréale (ÉB)	Hay River	JK - 12	French First Language Francisation (JK to Grade 4) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 12) Music (Primary) Visual Arts (Secondary) Technology (Grade 1 to 10) Options (Grade 7 to 10) Entrepreneurship (2 <sup>nd</sup> year)
École Allain St-Cyr (ÉASC)	Yellowknife	JK - 12	French First Language Francisation (JK to Grade 4) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 12) Drama (Primary and Secondary respecting COVID-19 restrictions) Technology (Grade 1 to 10) Options (Grade 7 to 10) Entrepreneurship (2 <sup>nd</sup> year) Financial Literacy (Grade 10 and 11)

### F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being home schooled.**

**Student Body: 243**

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

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

**Inclusion:**

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

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

**Student enrolment:**

98% of students will be in school full time

2.0% of students will be in home schooled

## G. Teacher Profiles

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

**Total number of NWTTA employees:** 28

**Average length of employment:** 4,9 years

**Average age:** 41,5 years

**Number of first year teachers:** 1

**Average number of teachers with full experience:** 13

**Number of teachers from the region or the NWT:** All of our teachers are originally from elsewhere in Canada, however, several of them are long-time northerners ranging from 21 years continuity of service with the CSFTNO to brand new hires.

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

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

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

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

## 2. Territorial Schools

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

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;

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

## A. Education Body Strategic Planning

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

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

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

<p><b>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>Literacy:</b> CSFTNO will be in year 5 of its Professional Learning Communities in Literacy. Four learning sequences spread throughout the school year will be taught and coordinated by our Instructional Coach. Reading levels from kindergarten to Grade 4 will be recorded and collected to measure progress.</p> <p><b>Numeracy:</b> CSFTNO began a review of its Numeracy program in 2019-2020 and will continue to work with its consultant to complete the review at all grade levels from 1 to 6. A calendar for the school year was created, and the modules, that include essential learnings, were also reviewed. This year, the goal is to complete the work that we were unable to complete due to the school closures in March 2020; the review of the remaining grade 4 to 6 modules. Our consultant will also offer virtual teacher training sessions to assist our teachers to develop the best strategies for teaching mathematics in the primary grades. (SSI) Our goal is to extend the work that our consultant is doing with us to Grade 9.</p> <p><b>Language and Culture:</b> Each school has developed an Indigenous Language and Culture plan. Our schools will focus somewhat on the language component, but more so on the culture component. Learning on the Land is recommended and we plan to make use of our surrounding area to develop our programming while continuing to respect COVID-19 restrictions.</p> <p><b>Students &amp; Educator Wellness:</b> Our new and existing staff from JK to 6 teachers participated in training sessions <i>Vers le Pacifique</i>, a conflict resolution method that is used in CSFTNO school. Our health teachers will continue to offer the 4rth R in grade 7 to 9, and HRPP in grade 10 and 11.</p>
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	<p><b>Personalized and Inclusive Education:</b> We benefit from small numbers of students, especially at the high school level. Personalized education has become more popular in the sense that graduation requirements dictate the base of courses a student must complete. Where there is flexibility, we strive to put in place academic programming that meets the needs and desires of the student. Inclusive education is ensured by the development of LGBTQ+2 groups in each of our schools that are facilitated by teacher volunteers. We also encourage our students to participate in activities such as the Rainbow Conference, Foxy/Smash, etc.</p> <p><b>Key Competencies:</b> Our Student Exit Profile very much reflects the key competencies of the NWT. This year, the focus is on developing critical thinking.</p> <p><b>Being and Becoming a NWT Capable Person:</b></p> <ol style="list-style-type: none"> <li>1) Nurture who you are and become who you want to be – personal and cultural identity</li> <li>2) Contribute to live well together in this interconnected world – provide opportunity to find each one’s place, bring others along and make a difference together - leadership</li> <li>3) Negotiate change and challenge – face a dynamic world with a confident identity and be courageous in life – critical thinking, listening, engagement</li> <li>4) Engage with ideas and respond to their complexities – learn for life, judge the value and authority of ideas, new concepts and opportunities are created - critical thinking</li> <li>5) Interpret and express meaning – technology and globalism - understand each other and how we can live well and prosper together – understanding, skill development, awareness and empathy</li> </ol> <p>We will put in place the environments to facilitate student growth. Self-reflection and goal setting will be a part of each student’s education plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Areas of Strength for the region	CSFTNO has developed a repository for its student results data and will continue to improve on its efficacy. So far, the data assembled has assisted us in better tracking each of our students, their strengths and their stretches, and to identify areas that need attention and improvement. For example, in our All School Write from Grade 1 to Grade 5, at each grade		



	level, we saw an impressive improvement margin from the fall 2020 writing session to the spring 2021 writing session.
Areas for Development for the region	Using this data, it is much easier to identify the students that are achieving below grade level expectations and to identify how we will fill the gap for the said student; what programs and teaching strategies to implement to ensure each student's success. Each teacher corrected and had the opportunity to analyze the results with our literacy/numeracy coach to prepare for the next school year and to prepare the transitions of students to new teachers.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	We know that our younger students who experienced online learning from March until June 2020, especially those that had little support with the French language development component at home, had a wider gap to close compared to other students from francophone homes. Lack of structure and attendance to the on-line platform also caused wider gaps that needed to be filled throughout the year. CSFTNO teachers did their best to fill the gaps, but some are more persistent and the students will need more support and time. Our older students suffered as well in their core courses during the on-line learning as we were not sufficiently prepared to teach using the on-line delivery model. We were much better prepared in May 2021 when ÉASC was closed for two weeks. Teachers knew what to expect, had become much more familiar with the platform and technology as a whole and explored different methods. We were much more successful the second time around. Parents were very appreciative of how these two weeks were prepared.

## B. School Improvement Planning

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

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

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Each school submitted their School Improvement Plan in May 2020 and it was shared with the Board of Trustees. As we navigate through COVID-19, the restrictions placed on the schools will force them to adjust as needed. The schools will also focus a great deal on the mental wellbeing of staff, students and families.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	<p>Each school prepares a School Improvement Plan that must tie to our Student Exit Profile and Strategic Plan priorities. In 2020-2021, the three priorities were literacy, numeracy and well-being. Each school collected and analyzed their data, identified gaps and identified what the areas of focused would be at each grade level and for specific students. Whole school strategies/best practices were identified and</p>		

	implemented. Our literacy/numeracy coach was very involved in the continued success of our literacy PLCs and also began working with teachers from Grade 1 to 9 on creating understanding around common expectations, language and assessment tools in numeracy. The work was completed for Grade 1 to 6, and is being extended to Grade 7 to 9.
Areas for Development for the region	Continuing to improve our literacy learning sequences (four sequences to three, but adding writing and oral communication to each of the three sequences) is our next focus. In numeracy, our SSI project will focus on the continued development of the program from Grade 7 to 9 and professional development activities directly linked to teaching methodology of mathematics.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID has taught us that collaborative teacher development is possible via distance learning. From January to June, we had teachers that wanted to create PLCs for their specialty areas come together face-to-face at least once. Both are possible and allow the work to move forward, but there is still no replacement for a two-day session face-to-face with a colleague.

### C. Annual School Reviews

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

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

Regional approach to the completion of <b>Annual School Reviews</b> , including any specific information related to the COVID-19 pandemic.	<p>Every year, through our School Improvement Plans, school staff focus on what the benchmark was for the previous school year and set targets for the following school year. Each of our schools has outlined this benchmark in literacy, numeracy and wellness.</p> <p>This year, we will identify a school review model and set up a pilot project for a formal review of each of our schools in 2021-2022. ECE has also committed to recommending a consistent method for conducting the annual review.</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%	A model is under development and will be ready for the 2021-2022 school year.
% 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 school principals and our literacy/numeracy coach both, in their respective roles, ensure that teachers have the correct documents in hand and that they understand the content per subject area for their grade level. We are fortunate to have several teachers that are longer term teachers and they know their curriculum documents well. For new teachers, there is an orientation session and our literacy/numeracy coach works with them to ensure fidelity throughout all grades and subject areas.		
Areas for Development for the region	Through our SSI project focused on numeracy, identifying essential learnings and the spiral impact of the program at each grade level.  Complete our Annual Review model and implement it in 2021-2022.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### D. Staff Evaluations

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

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

<p>Regional approach to the completion of <b>Staff Evaluations</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>Staff Evaluations are conducted on an annual basis according to the Ministerial directives. Each year, the principal identifies which teachers are to be evaluated, and according to the teacher's years of experience and related activities, whether the formal evaluation or the growth plan model will be used.</p> <p>Principals are evaluated as per the <i>Direction of Principal Growth and Evaluation in the Northwest Territories</i>.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Number of teachers and PSTs formally evaluated in the school year.</p>	<p>10</p>	<p>8</p>	<p>One teacher in one school was absent for a significant portion of the school year, and subsequently resigned. One teacher's evaluation has been extended to include the 2021-2022 school as a parental leave interrupted the year plan.</p>
<p>Number of principals formally evaluated in the school year.</p>	<p>2</p>	<p>0</p>	<p>We use a growth model. The superintendent speaks with the principals daily. A list of responsibilities has been developed by the CSFTNO describing what's expected of each member of the leadership team. Goals are set by the principal at the beginning of the school year via a professional growth plan. School visits occur regularly. Coaching is provided on an on-going basis. An appreciation of the principal's work is done through a formal discussion at</p>

			mid-year and at the end of the school year.
Number of Education Body School Support Consultants formally evaluated in the school year.	2	0	We use a growth model. The superintendent speaks with the consultants daily. A list of responsibilities has been developed by the CSFTNO describing what's expected of each member of the leadership team. Goals are set by the consultant at the beginning of the school year via a professional growth plan. Coaching is provided on an on-going basis. An appreciation of the consultant's work is done through a formal discussion at mid-year and at the end of the school year.
Number of Superintendents formally evaluated in the school year.	1	0	The CSFTNO is in the process of adopting a new evaluation tool for the superintendent.
Areas of Strength for the region	Being a small Education Body, we are able to get to know each of our staff members well. We have been successful in retaining our teachers, for the most part. We have a solid organisational culture that is by and large much appreciated.		
Areas for Development for the region	Simplifying the teacher evaluation and growth model. It is onerous for principals. We are waiting for ECE to pilot the new model in the fall, and both CSFTNO principals wish to be a part of this pilot project.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	It was not an easy year. Giving credit where credit is due – principals kept their schools, along with their staff, running in these conditions. I tip my hat to them. And even more so, they were able to complete these long and cumbersome teacher evaluation reports.		

### ***E. Regional Training and In-Service***

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

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

<p><b>Regional Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>Literacy</b> – On-going throughout the year through the work done with our literacy/numeracy coach  <b>Numeracy</b> – Three sessions in August 2020 and further training will be on-going throughout the year via our consultant and literacy/numeracy coach  <b>Vers le Pacifique</b> – Two sessions in August 2020  <b>Technology</b> – Distance education – Two sessions in August 2020 for high school staff, with a possibility to follow a series of 4 more webinars and have in-house training from our technology leads – Exploration of Google training modules  <b>Neuroscience – How Students Learn</b> – One session in August 2020, with a possibility to follow a series of 4 more webinars</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	2	2	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	2	2	
<b>Areas of Strength for the region</b>	Literacy and numeracy professional development and training took place regularly all year. We held two sessions		

	with staff from Vers le Pacifique in August 2020. The technology and neuroscience sessions were one-time sessions. Once we were aware of the content of each, we encouraged our staff to view the series at their leisure.
Areas for Development for the region	Vers le Pacifique training needs to be offered every year to ensure that new staff understand and implement the program correctly and efficiently. It has to become routine from JK to 6.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The pandemic took its toll on our students and staff. We are examining a Social Emotional Learning program that could be added to meet the objectives of the CSFTNO Student Exit Profile.



## F. Literacy Coordinators

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

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

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

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

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

Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b>	Our Regional Literacy Coordinator has already begun working with our teachers and her role is absolutely relevant to the School Improvement Plans developed by both of our schools. We are introducing the VAE model (Vision, Alignment and Execution). We have a literacy vision. Our coordinator's role is to share our vision, have the teachers contribute to this vision, coordinate the activities and learning sequences through our PLCs to create a more coherent alignment in each school and across the CSFTNO, and to have teachers execute lessons and activities so that we achieve our literacy targets. Our coach will also connect this work to our Student Exit Profile and our selected priority, Critical Thinking.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
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Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	Having a full time literacy coach to coordinate the activities of the PLC in literacy has allowed for a more thorough monitoring of the learning and activities and kept the initiative vibrant and pertinent. The presence of many seasoned teachers that have a great understand of the elements of the program facilitates its progress. Teachers monitor the structure and the process and have a more in-depth understanding of their role in order to serve and better meet the learnings needs of the students.		
Areas for Development for the region	At the secondary level, the PLC collaboration model is less structured where literacy is concerned. The distance between our two schools makes it more complex to work collaboratively. Although technology has proven a great way to have our teachers unite and work collaboratively, it is always more productive when they can meet in-person.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## G. Healthy Food for Learning

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

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

<p>Relevance of the <b>Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Each school, through the wellness programs, incorporates making healthy food choices. We have had a staff member in charge of this program for the past few years. COVID-19 will change the way we run the program as there are restrictions on sharing food and on communal food (bowls of fruits, vegetable trays, etc.). We will have to plan for individual portions and samples instead.</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	We have meals on hand for emergency purposes or for those students that come to school hungry. We do many cooking classes at the secondary level. (ÉB) Individual teachers cook with the students at the primary level. (ÉASC)		
Areas for Development for the region	At the secondary level, we have placed fruit and vegetable cups and made them available to students. We could prepare monthly breakfasts – prepare the menu, prepare and cook and serve the meal. We could also add a breakfast program, but identifying the need is		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	“Given the COVID situation, we have needed to reinvent ourselves. However, while following the directives under our COVID plan, we were able to give menus to staff. We were able to do workshops, snacks and celebrations while following COVID-19 safety measures. We bought healthy snacks. Each teacher was responsible for managing their own activities.”		

School Name	Type of food program(s) offered in each school <i>(Breakfast, Lunch, Snack, etc.)</i>	Days per week program is offered in each school <i>(Monday – Friday)</i>	Average number of children / youths served daily	Criteria for participation <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
ÉB	Snacks/lunches as needed	5	78.5	Everyone welcome	Yes. Emergency lunches for students without one; individually packed healthy snacks; bottled water (Hay River had been under a water boil advisory during more than eight weeks in the fall & spring).	
ÉASC	Snacks/lunches as needed	5	164.5	Everyone welcome	There are activities, they were very focused and by class, e.g.; Birthdays, Christmas, Easter, etc. We also served meals for those who had	Given the pandemic, we have not served snacks every single day.

					nothing for lunch."	
<b>TOTAL</b>		10	243			

## H. Student Success Initiative

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

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<p><b>SSI Project Proposal Summary</b></p>	<p><b>Numeracy (VAE – Vision, Alignment and Execution)</b></p> <p>In 2020-2021, we will continue the work begun in 2019-2020, that was cut short by COVID-19. Our grade 1 to 3 modules have all been reviewed, reformatted and are ready for teacher use. In grade 4 to 6, certain modules are ready, but our focus will be on completing this work.</p> <p>A plan has been developed to allow for teacher participation and our literacy/numeracy coach will be leading this important work, along with our consultant.</p> <p>We have identified a need to improve our results in numeracy from Grade 7 to 9, and onwards. We will integrate our Grade 7 to 9 teachers in this work as the school year progresses.</p>
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<b>SSI Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% of teaching staff from across the region that participate in SSI PD activities.	60%	60%	
% of support staff from across the region that participate in SSI PD activities.	60%	60%	
<b>Areas of Strength</b>	Having a full-time literacy and numeracy coach to coordinate the work we are doing in numeracy via the SSI project has been essential. We used the PLC model to do this work. Teacher engagement was excellent. We've been able to revise all of the modules and assessments from grades 1 to 6. Using the proven collaborative PLC model used at the primary/elementary level, we have stretched the project to the intermediate grades 7 through 9. We		

	were fortunate enough to work with a francophone consultant who guided us in all aspects of this project. At the primary/elementary level, we explored many teaching strategies tied to problem solving. This work will become the basis of our SSI project in 2021-2022 and beyond.
Areas for Development	The PLC model for the teachers at the intermediate level is still developing. The planning cycle will be completed by the end of the school year so as to include this work in our 2021-2022 SSI project work. For the primary/elementary, the next step will be to better analyze and use this year's data to inform our work. Problem solving has been our focus and a lot of emphasis was placed in develop common expectations and language for students. Although technology is more present and used in our PLCs, the distance between our schools remains a challenge, especially at the intermediate level where it would be much more beneficial to meet in person.
Additional Comments	

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

## I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	The school ensures for a quick resolution of problematic situations. The evacuation plan is well known and followed. It is distributed at the beginning of every year. Our annual inspection by the fire department meets all requirements. We have excellent communication with the Department of Infrastructure, which allows for any needs to be resolved quickly. Accident Reports are all completed as mandated. Six staff have completed a First Aid course. Our Dangerous Products binder is up to date.”		
Areas for Development for the region	We should do more evacuation exercises. We could offer more training to the janitor regarding cleaning products and safety, for example, when one uses ladders or when the janitor uses cleaning products. Every month, we should review one safety concern.”		



Additional Comments for the region	
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## J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

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

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

<p>Regional approach to integration of evidence-based <b>healthy relationship programming</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>Grades JK-6 – <i>Vers le Pacifique</i> – All existing staff has now been trained and will implement the program.</p> <p>Grades 7 to 9 – The Fourth R - Incorporated in Health classes</p> <p>Grade 10 to 12 – Healthy Relationships Program Plus - Incorporated in CALM classes</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering <i>WITS</i> . ( <i>Vers le Pacifique</i> )	100%	100%	
% of schools with grade 4-6 students offering <i>LEADS</i> . ( <i>Vers le Pacifique</i> )	100%	100%	
% of schools with grade 7-9 students offering the Fourth R.	100%	50%	At ÉASC, one teacher was replaced, they were gone for many weeks. The information on the online training came too late.
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Areas of Strength for the region	ÉASC uses <i>Vers le Pacifique</i> with which we have had success. Students know the strategies and tools better from year to year. We hear a familiar language/vocabulary that is well rooted in the school.		

Areas for Development for the region	The Fourth R is still challenging. There has been a high turnover of teachers over the past couple oyears, and the training for this has been difficult to manage.”
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

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

### ***K. Second Language Education***

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

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

<b>School Name</b>	<b>Language of SL</b> <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	<b>Type of SL program</b> <i>(core, immersion, intensive)</i>	<b>Grades of SL program</b> <i>(per program type)</i>	<b>% of students enrolled</b> <i>(per program type)</i>	<b>Frequency of SL Program</b> <i>(min/week)</i>	<b>Actual Frequency of SL Program</b> <i>(min/week)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
ÉB	English	Regular, including 10-1 20-1 30-1	3 - 12	100%	Gr. 3 – 6 – 240 min. Gr. 7 – 9 – 204 min. Gr. 10 – 321 min. Gr. 11 -12 386 min.	Gr. 3 – 6 – 240 min. Gr. 7 – 9 – 206 min. Gr. 10 – 327 min. Gr. 11 -12 331 min.	Very minor schedule adjustments.
ÉASC	English	Regular, including 10-1 20-1 30-1	3 - 12	100%	Gr. 3 – 6 280 Gr. 7 – 9 320 Gr. 10 – 12 350	Gr.3-6 280 Gr 7-8 320 Gr. 9 335 Gr. 10-11-12 350	

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

## 2. Inclusive Schooling

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

### A. Regional Inclusive Schooling Coordinators

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

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

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

### ***B. Program Support Teachers***

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

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

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

### ***C. Support Assistants***

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

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

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

### D. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$23,460	\$23,460		\$14,508	

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

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



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

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

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As a result of COVID-19, most training will be done by our regional staff; Regional Inclusive Schooling Coordinator (RISC) and Program Support Teachers (PST) or virtually. There is also a need to better assess the needs of each student, especially around mental health. When the Child Youth Care Counsellor is on boarded, their expertise will be sought out to augment the quantity and variety of professional development activities related to mental health issues and well-being. For continuity, we will research the possibility of different formats to continue our work with our OT consultant from the Yukon (self-regulation) and with an SLP for language development. We will also determine how we can continue our partnership with Laurentian University’s Speech Language Pathology division, their second-year master students completing their practicums in our schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of educators that have been trained on developing and implementing IEPs this year.</p>	<p>100%</p>	<p>100%</p>	<p>We only give training for IEPs to teachers who have students with IEPs. There are only 3 IEPs at CSFTNO this year.</p>
<p>% of educators that have been trained on developing and implementing SSPs this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the use of flexible strategies this year.</p>	<p>100%</p>	<p>100%</p>	<p>Every year, the majority of training given in our schools on the topic of Inclusion is given to new teachers joining our team. Like last year, we had a high turnover of staff, and we decided it was of utmost importance to spend more time with new teachers in order to inform them of the priority of Inclusion in the Territory. In reality, this meant that PSTs and RISC spend more time creating and modeling the flexible</p>

			teacher strategies with the 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%	100%	At CSFTNO we use different technology tools than the English system, therefore we have to do continuous research to keep up to date. The experienced teachers know the technology systems well and act as mentors to less experienced teachers. That is why the later don't receive direct training every year. Every year we put the emphasis on new teachers, and that is why we have not achieved 100%. It is noted that we should put extra effort into scheduling time to do a general revision with all the teachers.
Areas of Strength for the region	New connections that were made last year with professionals from Health in Yukon and Alberta for Speech Language Pathology and Occupational Therapy continue to give us unique professional development in French. This has a positive and direct impact on students' success.		
Areas for Development for the region	Continue to develop a professional training model for Inclusion where the training is given within the year to the new teachers.		

	Allocate a time reserved for these trainings with the two school teams.
Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	

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 (\$)
Carrie Jansen	SLP	Language Development Training sessions with parents, teachers and SA		September 2020 to June 2021	\$11,760

### E. Assistive Technology

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

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over/Under Allocation (\$)
\$ 29,406.00	\$ 12.54	Divers achats	\$ 10,121.42
	\$ 673.20	ACHAT CALCULATRICES - IS EASC	
	\$ 673.20	ACHAT CALCULATRICES - IS EB	
	\$ 106.58	ACHAT DE COQUE POUR IPAD	
	\$ 53.29	ACHAT DE COQUE POUR IPAD	
	\$ 329.90	ACHAT DE HEADPHONE FOR KIDS	
	\$ 55.04	ACHAT DE HEADPHONE SPLITTER	
	\$ 21.99	ACHAT DE PROCASE KID	
	\$ 39.98	ACHAT DE PROTEGE IPAD	
	\$ 2,919.00	ACHAT SCANNER DE DOCUMENTS	
	\$ 314.95	ACHAT SENNEHEISER PXC 550 BR	
	\$ 37.99	ACHAT HOUSSE PROTECTION	
	\$ 282.45	CAMERA DE NUMERISATION	
	\$ 374.87	MATERIEL INFORMATIQUE - EASC	
	\$ 59.98	MATERIEL INFORMATIQUE - EASC	
	\$ 374.87	MATERIEL INFORMATIQUE - EB	
	\$ 59.98	MATERIEL INFORMATIQUE - EB	
	\$ 71.97	ACHAT DE COQUE POUR IPAD	
	\$ 105.00	ACHAT DE MULTIHEAD SPLITTER	

This over-allocation is due to the deferred fund of \$9,428 from FY 19-20 to FY 20-21 as COVID-19 prevents the CSFTNO from carrying out his program. The balance of over-allocation \$693.42

	\$ 399.90	ACHAT DE WIRED HEADPHONES	concerned more purchases than expected in 20-21.
	\$ 5.76	ACHAT APPLICATION PROGRAMME	
	\$ 5.76	ACHAT APPLICATION PROGRAMME	
	\$ 453.60	ACHAT IPAD 10,2po	
	\$ 208.95	APPLE TV TOTALMOUNT PRO	
	\$ 41.95	ACCESS APPLE TV TOTALMOUNT PRO	
	\$ 453.60	ACHAT DE TABLETTES - EASC	
	\$ 453.60	ACHAT DE TABLETTES - EB	
	\$ 38.84	ACHAT ACCESSOIRE INFORMATIQUE	
	\$ 3.66	ABONNEMENT MENSUEL CONTES ET HIST	
	\$ 3.66	ABONNEMENT MENSUEL CONTES ET HIST	
	\$ 3.66	ABONNEMENT MENSUEL CONTES ET HIST	
	\$ 3.66	ABONNEMENT MENSUEL CONTES ET HIST	
	\$ 12.36	AUDIOBOOK LE SUMO QUI NE...	
	\$ 12.36	AUDIOBOOK LE SUMO QUI NE...	
	\$ 12.36	AUDIOBOOK LE SUMO QUI NE...	
	\$ 14.95	ABONNEMENT AUDIOBOOK	
	\$ 14.95	ABONNEMENT AUDIOBOOK	
	\$ 14.95	ABONNEMENT AUDIOBOOK	
	\$ 14.95	ABONNEMENT AUDIOBOOK	
	\$ 14.95	ABONNEMENT AUDIOBOOK	
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	\$ 14.95	ABONNEMENT AUDIOBOOK	
	\$ 14.95	ABONNEMENT AUDIOBOOK	
	\$ 14.95	ABONNEMENT AUDIOBOOK	
	\$ 14.95	ABONNEMENT AUDIOBOOK	

\$	9.47	ABONNEMENT MENSUEL - CSFTNO - R
\$	9.47	ABONNEMENT MENSUEL - CSFTNO - R
\$	5.48	ABONNEMENT MENSUEL - CSFTNO - R
\$	5.48	ABONNEMENT MENSUEL - CSFTNO - R
\$	88.81	ACHAT DE LIVRES
\$	52.45	ACHAT DE LIVRES
\$	6.00	FRAIS DE SCE 1 TITRE
\$	2,449.98	ACHAT ET INSTALLATION TV CLASS
\$	1,869.98	SONY 75" AND WALL MOUNT
\$	73.45	Achat de coque pour IPAD
\$	9.44	LIVRE NUMÉRIQUE LA ROUTE
\$	9.44	LIVRE NUMÉRIQUE ROUGE POISON
\$	3,945.00	ACHAT DE PHONAK ROGER
\$	3,945.00	ACHAT DE PHONAK ROGER
\$	250.00	RENOUVELLEMENT D'ABONNEMENT -
\$	250.00	RENOUVELLEMENT D'ABONNEMENT -
\$	199.99	CALCULATRICE GRAPHIQUE
\$	46.20	LIVRES NUMERIQUES IS-EASC
\$	29.00	DIVERS ACHATS IS
\$	399.98	CALCULATRICES
\$	885.30	DIVERS ACHATS IS
\$	1,024.20	DIVERS ACHATS IS
\$	374.15	DIVERS ACHATS IS
\$	199.99	ACHATS CASQUE ANTI-BRUIT CSF
\$	199.99	CASQUE ANTI-BRUIT PST EASC
\$	34.99	CHARGEUR TEL ETUDIANT EB

\$	1,811.96	IPAD EASC - MATHIEU
\$	905.98	IS ACHAT DE 2 IPADS EB
\$	1,358.97	IS ACHAT DE 3 IPADS EASC
\$	69.83	AB NETHMATH EB 7 ELEVES
\$	1,045.00	NETMATH PROG ETUDES EASC 110 E
\$	617.50	NETMATH PROG ETUDES EB
\$	1,397.98	FOURNITURE INFORMATIQUE
\$	891.95	LENOVO IDEAPAD 3 15
\$	811.97	MATERIEL INFORMATIQUE ÉB - MAT
\$	419.18	TEXTHELP INC. ABT EASC
\$	242.32	TEXTHELP INC. ABT EB
\$	1,511.40	CALCULATRICES TI-84 CE TPK
\$	720.40	CALCULATRICES TI-84+ CE GRAPHI
\$	1,511.40	CALCULATRICES TI-84+ CE TPK 10
\$	34.59	FRAIS EXPEDITION 10 CALCULATRI
\$	51.89	FRAIS EXPEDITION 15 CALCULATRI
\$	558.60	ACHAT DE BUDDY STOOL
\$	181.65	LOGICIEL TECHNOLOGIE EASC
\$	181.65	LOGICIEL TECHNOLOGIE EB
\$	<b>39,527.42</b>	



## ***F. Healing and Counselling***

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

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

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
ÉB	\$16,459	\$16,459		\$15,817	
ÉASC	\$19,160	\$19,160		\$20,368	
<b>TOTAL</b>	<b>\$35,619</b>	<b>\$35,619</b>		<b>\$36,185</b>	

## G. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> <li>• Beginning of year - one on one meetings PST/Teacher to present every SSPs and IEP (new classroom assignment). Making sure that proposed student supports align well with the goals stated in the plans.</li> <li>• September meetings between PST/teacher to review and adapt every SSP and IEP, making sure that student supports are realistic, manageable and that they align with the goals stated in the plans.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	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%	30%	We intend to implement class profiles for the majority of

			classes in 21/22. It is important to note that the majority of our class cohorts remain the same, and that the information on students is shared during transition meetings in June. We have also created a document, the <i>bilan des plans</i> , a review plan. This document helps us follow student progress, and to share information with individuals involved.”
% 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?	5	5	
Number of times per year that the RISC meet with the PSTs in person	20	20	
Areas of Strength for the region	The PSTs have been in their positions for two years now, in each school. There is regular communication between RISC and PST. Efficient team work, strong foundation of the PSTs and RISC facilitates the work on student Inclusion, since these team members can have targeted discussion regarding the root of difficulties encountered.		
Areas for Development for the region	Continue to create opportunities for professional development organized in consultation with PSTs and RISC. The knowledge and skills of the PSTs and RISC should be shared more efficiently and punctually every year. Create workshops and professional development opportunities for all school workers.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## H. Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The principal in each school will support teachers and support assistants in arranging time for flexible instructional strategies. They will schedule, allocate resources as per needs and lead staff development with the assistance of the Regional Inclusive Schooling Coordinator.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	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%	

<p>Areas of Strength for the region</p>	<p>Proactive school teams seek continuous improvement. There is openness to changes and taking on new teaching strategies. A collaborative schedule was established at the beginning of the year to allow for targeting the needs of teachers.</p>
<p>Areas for Development for the region</p>	<p>Allow for more time for PSTs to do specialized follow-up with some students with complex needs. Add time for Student Assistants (SA) to review specific student goals, and to do more targeted follow-up. Continue to offer professional development to SAs and teachers so that everyone is using the same vocabulary.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

## I. School-based Support Team

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

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

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

<p>% of SBST meetings that address systemic issues in the school</p>	<p>10%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Like last year, there is a good collaboration with teachers, we notice the openness to do this type of meeting, and we notice that teacher use the suggested strategies and recommendations after these meetings. Teachers and the administration are involved in the process, they are used to it.</p>		
<p>Areas for Development for the region</p>	<p>After the SBST and the follow-up meeting, a better monitoring by the PST and principal needs to be put in place to ensure that the suggestions have been put in place to ensure and validate that the programming for the student is efficient.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

<p>School Specific Performance Indicators</p>	<p>School</p>	<p>School Targets</p>	<p>Achieved Results</p>	<p>Explanation for variance <i>(if applicable)</i></p>
<p>Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i></p>	<p>ÉB</p>	<p>Monthly/120</p>	<p>10 meetings (once a month); about 120 minutes to 150 minutes each meeting.</p>	
	<p>ÉASC</p>	<p>Monthly/1-2 times</p>	<p>10 meetings (once a month); about 120 minutes to 150 minutes each meeting</p>	

## J. Review of SSPs and IEPs

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

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



<p>Areas of Strength for the region</p>	<p>Again this year our qualified and motivated PSTs continue to create personalized plans that are reviewed with care by all the school team members. Teachers are also very involved in the student support plans, and they implement them well in class. There is strict guidance under PST and RISC. There is attention to detail, consistency and work well done.</p>
<p>Areas for Development for the region</p>	<p>As in previous years, we continue to narrow our efforts towards new teachers who need extra training to really understand the student goals and the plans well, and the importance of keeping them followed throughout the year.  It is sometimes challenging for some (new) teachers to adapt their teaching styles to student plans. Provide modelling and continue to work collaboratively with the PST and teacher.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

## K. PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> <li>● Beginning of year face to face meeting with all PSTs about expectations of time usage</li> <li>● Sharing the PST menu in <i>Exploring Inclusive Pedagogies</i> (Schnellert, L. February 2019, p.22)</li> <li>● Time use and schedules are discussed at every face-to-face PST/RISC meeting</li> <li>● Schedules are shared with RISC via Google Drive</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers. + - 40%	100%	60%	
% of PSTs meeting the 25% benchmark of their time directly supporting students. +- 15%	100%	60%	The challenge is still the same, more scheduled time is needed to work one-on-one with students with complex needs.
% of PSTs spending no more than 15% of their time on planning and organizational duties. + - 40%	100%	0%	Lots of time working on files at the beginning and end of the year. The administrative work load is directly linked to the priorities of the school administration.

<p>Areas of Strength for the region</p>	<p>Lots of flexibility and collaboration. The experience of the PSTs. The professional background of the PSTs.”</p>
<p>Areas for Development for the region</p>	<p>As it is mentioned every year, the percentages of work time allocations for the PSTs is sometimes unrealistic with the needs on the ground.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

### 3. Indigenous Languages and Education

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

#### A. Regional Indigenous Language and Education Coordinators

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

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

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

## ***B. Indigenous Education***

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

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

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>3<sup>rd</sup> Party Funding (\$) &amp; Source (If applicable)</b>
ÉB	\$32,700	\$32,700		\$34,718		Take a Kid trapping (\$8000)
ÉASC	\$30,300	\$30,300		\$26,052		
<b>TOTAL</b>	<b>\$63,000</b>	<b>\$63,000</b>		<b>\$60,770</b>		

### C. Building the School-Community Relationship

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

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

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	<p>CSFTNO schools, located in two very different communities, Yellowknife and Hay River, have two very different working relationships with their local Indigenous groups.</p> <p>CSFTNO and its schools will continue to build these relationships in 2020-2021 as best they can, while keeping in mind the safety of Elders in relation to COVID-19.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with an ILE Committee	100%	100%	
% of schools with Elders hired for regular school programming, scheduled on a daily basis	0%	0%	
% of schools hosting community gatherings rooted in local cultures	0% due to COVID-19	0%	

Areas of Strength for the region	<p>In Yellowknife, EASC has produced a yearly action plan that has integrated the reinforcement of community relations. As such, many activities and programs have occurred in collaboration with community organizations and individuals. For example, learning Indigenous games was done with the Aboriginal Sports Circle. A community elder lead moccasin making and bannock making programs. Other community members were approached and offered our students workshops on fish, Dene art, traditional fishing, etc. ”</p> <p>In Hay River, ÉB has developed relationships with the K’atl’odeeche First Nation and with the Métis Alliance. Human resources, sites and elders are much more readily available in Hay River than they are in Yellowknife, however, there are communication issues that make planning activities difficult.</p>
Areas for Development for the region	Continue to develop annual plans where the activities are more consistent and fluid – a vision. Developing long-term partnerships with Indigenous groups and Elders to ensure a solid offering of activities.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID has negatively affected the relationships that we were beginning to build.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	ÉB	No	No	
	ÉASC	No	No	
Types of events/ projects involving cultural resource people per grade level	ÉB	Culture camps (grade 3 to 9); Arctic Sports (JK to grade 6), Drum making workshop (grade 9);	Culture camps (JK to grade 9); Arctic Sports (JK to grade 10), Drum	Availability of elders & cultural resource people has been variable this year.

		story book creation (grade 5 to 8)	making workshop (grade 9); Beaver fur mittens making workshop (grade 10 & 11); outdoor option classes (grade 7 to 9).	
	ÉASC	We planned to provide our youth with field experiences and immersion in the indigenous culture.	5/6 : Bush Kids 7/8: Fabrication de mocassins Maternelle, 1ere, 2e, 3e et 4e année: ateliers sur les types et la découpe de poisson 1ere, 2e, 3/4 et 7/8: art Dené	
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	ÉB	No indoor activities until COVID-19 restrictions are reduced or lifted. Outdoor activities to be determined. Community broadcast through online Radio-Boréale.	Community broadcast through online Radio-Boréale (19 episodes). Outdoor Graduation ceremony; two concerts broadcasted through Facebook live.	



	ÉASC	As the year progressed, the plan became more concrete so we were able to hold these activities.	Indigenous Activities Week (March 8 - 11): Opening Ceremony: Indigenous drumming and singing Indigenous stories and legends in the tent, Indigenous games, fishing camps.	
# of ILE Plan goals met, not yet met or still in progress	ÉB	6	3/6 goals met 1/6 goal still in progress 2/6 goals not met	Bringing elders & cultural resource people proved to be difficult, especially during the first half of the school year.
	ÉASC	7	6/7 met 1/7 not met	We did activities to achieve each objective. Only the objective related to Aboriginal languages remains to be further developed because we are lacking resources.

### ***D. Strengthening Training for Northern Educators***

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>CSFTNO staff will attend two Cultural Orientation days, one at the beginning of the school year, and another in mid-year, as per the directive.</p> <p>With the help of the Indigenous Languages Secretariat staff, we will offer workshops and in-services.</p> <p>CSFTNO teachers will continue to integrate Dene Kede in their lessons.</p> <p>CSFTNO will encourage all of its new to the North teachers to attend the New to the North Teachers' Conference in August 2020.</p> <p>Plusieurs enseignants de l'ÉASC ont participé à une série d'ateliers sur l'intégration du Dene Kede dans le curriculum des classes. Ces ateliers ont été donnés par des employés du Secrétariat de l'éducation et des langues autochtones du ministère de l'Éducation, de la culture et de l'emploi.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	0%	0%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	New to the North Conference 4	New to the North Conference 4	

% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	0%	0%	
Areas of Strength for the region	We plan our Cultural Orientation days very well – Blanket Exercise, canoeing with Elders, etc.		
Areas for Development for the region	We have two or more cultures to explore and highlight. We must highlight the francophone culture as much as we do the Indigenous culture. We must find the balance between the two to fulfill our mandate as a francophone school sharing ancestral lands.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	EASC – An annual action plan was developed with the whole staff	100%	100%	
	EB – School Action Plan Workshop, Residential School Awareness & On-the-Land day with elders	100%	100%	
Number of local resource people and type of involvement in Cultural Orientation activities.	EASC	2	2	Because of COVID-19, it was complicated to invite more external people in the school.
	EB – Addressed to staff; demonstration of traditional	3	2	Once again, it's been complicated to get elders to join school activities & trainings.

	skills & knowledge			
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### ***E. Employing a Whole School Approach to Language Use***

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)</p>	<p>CSFTNO doesn't currently offer Our Languages Curriculum instruction in its schools, nor has it invested in a whole school approach to Indigenous language use. The Superintendent and principals will meet with Indigenous Secretariat Staff during the school year to discuss what approach to use in our francophone schools and what will allow them to be in compliance with this directive by 2021.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	Partial signage
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	At the beginning of any activity, we recognize the land our schools reside on. Word of the week, expression of		

	the week. At ÉASC, each classroom is identified by an animal found in Dene Kede. The National Anthem is played in 9 Indigenous languages as well as French. Salutations in Dené languages.
Areas for Development for the region	Signage is in development, must do more.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Given COVID-19 restrictions, it was difficult to host activities and events.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	ÉB	Word/expression of the month; QR codes for signage.	10 QR codes cards in Dene Zhatie created with local elders	
	ÉASC	Introduction of some Dene expressions in the school routine.	L'ÉASC introduces a few expressions in the local Dene language in its morning announcements. Salutations and acknowledgements are done in the Dene language. A Dene phrase of the month is repeated	We did not have an employee capable of teaching Indigenous languages.

			<p>daily. A weekly draw is done to compensate the students that use the Dené words or phrases most frequently during the school day.</p>	
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## F. Indigenizing Teaching & Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)</p>	<p>At this point, CSFTNO is interested in further staff development regarding Indigenizing Teaching and Learning Practices. Some teachers have begun to implement certain activities such as the healing circle, but it is not widespread. CSFTNO will be asking for the assistance of the Indigenous Secretariat Staff to assist us in this area. ILE staff committed to determining specific Indigenous Teaching and Learning Practices that they will prioritize and provide training for staff.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	Primary and elementary grade teachers are better able to integrate Dene Kede in their subject areas and lessons. Each school has developed a plan with the ILE Secretariat that includes these teachings.		
Areas for Development for the region	Dene Kede is not implemented past Grade 9. That being said, high school students take Northern Studies 10. High turnover of teachers makes it difficult to continually train teachers to integrated Dene Kede.		



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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)	
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. (e.g. holistic, relational, spiral and experiential)	ÉB	2 Cultural Orientation days	2 Cultural Orientation days		
	ÉASC	2 cultural orientation days	2 cultural orientation days  Bush Kids for Grade 5/6 teacher  Dene Kede for all staff		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	ÉB	Use of Prince of Wales Museum teaching kits, and artifacts; use of Dene songs from ILE website; restorative circle practices	Use of Prince of Wales Museum teaching kits, and artifacts; use of Dene songs from ILE website; restorative circle practices		
	ÉASC	We planned to draw inspiration from Aboriginal teaching	Many related activities were organized:  Ice fishing camp		

		<p>practices by using Dene Kede.</p>	<p>Indigenous sports and games</p> <p>canoe</p> <p>Fur workshops</p> <p>Visits to the museum</p> <p>Workshop on how to cut a fish.</p> <p>A tent was erected behind the school.</p> <p>Tipis were placed in each classroom.</p>		
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## G. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Dene Kede provides educators with the foundation required to develop long range plans, unit plans, and in future, Indigenous community plans. At CSFTNO, through workshops facilitated by ILE staff last year, our teachers are becoming more comfortable with the integration of Dene Kede. We need to continue to offer professional development to ensure that teachers are actively implementing Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	It's evident that JK to Grade 9 teachers integrate Dene Kede well. In high school, the focus is on Northern Studies 10.		
Areas for Development for the region	Staff turnover makes it difficult to maintain a consistent approach to integrating Dene Kede. It remains a challenge for us.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	ÉB	2 cultural orientation days; Planning of Dene Kede included in teachers' long-range plans; Comments regarding Dene Kede implementation in teachers' evaluation report.	2 cultural orientation days; Planning of Dene Kede included in teachers' long-range plans; Comments regarding Dene Kede implementation in teachers' evaluation report.	
	ÉASC	Provide training on the content and introduction of Dene Kede in the lesson plan.	After having participated in a series of workshops that introduced teachers to Dene Kede, many teachers developed a more precise plan as to ensure that links were made in the content to Dene Kede teachings.	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	ÉB	100%	100%	
	ÉASC	100%	100%	

	ÉB	Artifacts, 100% (entrance, walls, library, classrooms)	Artifacts, furs, artworks; 100% (entrance, walls, library, classrooms)	
<p>Type of Indigenous content visible within school within school and % of school used to display content. <i>(e.g. artifacts, Indigenous role models, Elders' wall, etc.)</i></p>	ÉASC	<p>We plan to visually highlight the indigenous culture in our school premises.</p>	<p>Multiple animal furs are on display in the school. Each class bears the name of a northern animal written in the Dené language. Words and phrases announced every day. National anthem played in 9 Indigenous languages. Dene Laws are visible.</p>	

## H. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<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 2020-2021, this activity will take place in class bubbles from Grade 7 to 9. We will have to determine which elders are able to be present.</p> <p>We plan to set up a prospector's tent on each school site and use this tent as a teaching area.</p> <p>Other culture camps take place at each grade level. On the land learning activities are being encouraged.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	On top of funding received from ILE, we capitalize on third party fund such as Take a Kid Trapping.		
Areas for Development for the region	Develop a lasting relationship with Indigenous Elders and groups is the key. This would ensure a solid partnership and continuity.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b> , by grade level, and % of Indigenous language included in experience.	ÉB	Grade 5/6 spring beaver trapping camp (5%), grade 7/8 moose hide tanning (5%), grade 3/4 winter trapping camp (5%), Grade 1/2 Ice fishing camp (5%)	Ice fishing camp (JK to grade 9): 5%; Trapping camp (JK to grade 9): 5%; canoeing camps (grade 7 to 9): 0%.	On the land camps program had to be reviewed this year since our main contractor moved away. We hired a part-time cultural facilitator to help us with programming and outdoor options delivery.
	ÉASC	We plan to have on the land experiences for all grades in the school. From pre-kindergarten to grade 12.	<p>Activities in the prospector tent – stories and legends.</p> <p>Activities in the forest every week for kindergarten students.</p> <p>Grades 7 and 8: Indigenous games every week for May and June outdoor.</p> <p>High school Ice fishing</p> <p>Grades 5 and 6: BushKids</p> <p>Dog mushing for grades 5 and 6 and high school students.</p>	

			<p>Snow Camp for grades 3 to 6.</p> <p>Igloo building and visits.</p> <p>Canoeing</p> <p>Quinzee building and visits</p> <p>Outdoor education classes for high school students</p> <p>Visits to the museum – Voyageur them (JK and K)</p>	
<p>Type and frequency of relevant and authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.</p>	ÉB	<p>Weekly access to the cultural space (tent frame &amp; teepee) behind Harry Camsell School for teachers to hold lessons &amp; activities involving local elders/resource persons (5%); One-week long Art lesson with local artist (5%); Traditional games workshop (2 days) (5%).</p>	<p>Monthly access to the cultural space (tent frame &amp; teepee) behind Harry Camsell School for teachers to hold lessons &amp; activities involving local elders/resource persons (5%); Traditional games workshop (2 days) (5%); two local artists held week long lesson with High School students (drum making &amp; beaver fur mittens making).</p>	<p>Access to the cultural area in Hay River proved sometimes complicated (planning with other schools)</p>
	ÉASC	<p>We plan to introduce into our routine some habits of life and learning</p>	<p>Tipis in each class as reading centres</p>	



		of the Indigenous culture.	Links between course content and Dene Kede  Weekly draws for students who spoke using the Dené language  Counting in Dene.	
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	ÉB – beaver trapping, moose hide tanning, winter trapping camp	100%	80%	We didn't have any cultural resource people for the canoeing camps.
		100%	Dunkan Sangris: Ice Fishing, fish cleaning and cutting, Jessica Sangris: Dene art (creations using fish scales) Alice Evans: Making bannock and mocassins Aboriginal Sports Circle: Indigenous Games Chloe Dragon and Robert Grandjambe: Animal fur workshops	

### ***I. Community Support***

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land

equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

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

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Hay River	\$13,680	\$13,680	19-20 deferred revenue to 20-21	\$30,257	On the land camps	
Yellowknife	\$14,630	\$14,630	19-20 deferred revenue to 20-21	\$26,374		
<b>TOTAL</b>	\$28,309	\$28,309	Amount deferred \$35,164.00	\$56,631		

**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
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
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
<b>Sub-Total ECE</b>	<b>6,284,357</b>	<b>6,384,463</b>	<b>6,324,591</b>
GNWT Other Contributions	31,200	26,200	44,111
<b>Total GNWT</b>	<b>6,315,557</b>	<b>6,410,663</b>	<b>6,368,702</b>
<b>Federal Government Jordan's Principle</b>	<b>80,309</b>	<b>0</b>	<b>231,220</b>
<b>Federal Government Other</b>	<b>82,185</b>	<b>52,327</b>	<b>69,479</b>
<b>Property Tax Requisitioned</b>			
<b>Other Education Bodies</b>			
<b>Education Body Generated Funds</b>			
Rentals			
School Fees			
Investment Income	35,000	25,000	32,000
Donations			
Other			32,158
<b>Total Generated Funds</b>	<b>35,000</b>	<b>25,000</b>	<b>64,158</b>
<b>TOTAL REVENUES</b>	<b>6,513,051</b>	<b>6,487,990</b>	<b>6,733,559</b>
<b><u>EXPENSES</u></b>			
Administration (see Schedule 2)	962,817	767,798	646,906
School Programs (see Schedule 2)	4,597,109	4,267,742	4,613,500
Operations and maintenance (see Schedule 2)	0	0	98,360
Inclusive Schooling (see Schedules 2&3)	971,051	1,236,041	1,087,688
Indigenous Languages and Education (see Schedules 2 & 4)	167,742	138,805	97,453
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other			
<b>Sub-Total Expenses Before Amortization</b>	<b>6,698,718</b>	<b>6,410,386</b>	<b>6,543,907</b>
Amortization (see Schedule 6)			
<b>TOTAL EXPENSES</b>	<b>6,698,718</b>	<b>6,410,386</b>	<b>6,543,907</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-185,668</b>	<b>77,604</b>	<b>189,652</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN *</b>	<b>189,652</b>	<b>0</b>	<b>0</b>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE *</b>	<b>3,984</b>	<b>77,604</b>	<b>189,652</b>

\*Not required for YK1 and YCS - See Schedule 6

**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
<b>SALARIES</b>							
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
<b>EMPLOYEE BENEFITS</b>							
Employee Benefits/Allowances	41,000						41,000
Leave And Termination Benefits	20,000						20,000
<b>STAFF DEVELOPMENT (Including Travel)</b>							
							0
<b>SERVICES PURCHASED/CONTRACTED</b>							
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
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Assistive Technology				43,334			43,334
Materials	19,356	227,053			84,524		330,933
Freight							0
<b>DEBT SERVICE</b>							
							0
<b>OTHER</b>							
							0
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>							
	962,817	4,597,109	0	971,051	167,742	0	6,698,718
<b>AMORTIZATION</b>							
							0
<b>TOTAL</b>							
	962,817	4,597,109	0	971,051	167,742	0	6,698,718

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

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

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

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

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

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

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

**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	
<b><u>TOTAL ACCUMULATED SURPLUS OPEN</u></b>	189,652	<b>189,652</b>
<b>Opening Balance Investment in Tangible Capital Assets</b>	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
<b>Closing Balance Investment in Tangible Capital Assets</b>	0	
<b>Opening Balance LED Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance LED Reserve</b>	0	
<b><u>TOTAL ACCUMULATED SURPLUS CLOSING</u></b>		<b>3,984</b>
<b>REPRESENTED BY:</b>		
<b><u>ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY</u></b>	<b>3,984</b>	<b>3,984</b>
<b>REPRESENTED BY:</b>		
<b>Opening Balance Operating Surplus</b>	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	
<b>Closing Balance Operating Surplus</b>	<b>-185,668</b>	<b>-185,668</b>
<b>Opening Balance Decentralized Surplus</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Decentralized Surplus</b>	0	<b>0</b>
<b>Opening Balance Capital Fund Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Capital Fund Reserve</b>	0	<b>0</b>



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

**Consolidated Financial Statements**

**June 30, 2021**

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

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**June 30, 2021**

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Commission scolaire francophone  
Territoires du Nord-Ouest

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## Généralités

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

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

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

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

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

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

Les commissaires au titre de l'exercice fiscal 2020-21 sont comme suit :

<b>Nom</b>	<b>Titre</b>
Simon Cloutier	Président
Jessica King	Vice-présidente
Jean De Dieu Tuyishime	Commissaire
Catherine Boulanger	Commissaire
Marie-Ève Martel	Commissaire
Michael St-Amour	Commissaire

La commissaire Jessica King à Hay River a été nommée en octobre 2020.

La commissaire Catherine Boulanger a été nommée en novembre 2020.

La CSFTNO gère deux écoles publiques en français langue première de la prématernelle à la 12<sup>e</sup> année :

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

## Personnel de la Commission scolaire francophone

En 2020-21, le personnel (en termes de FTE) de la CSFTNO se chiffrait à 44.4 FTE et se présente comme suit :

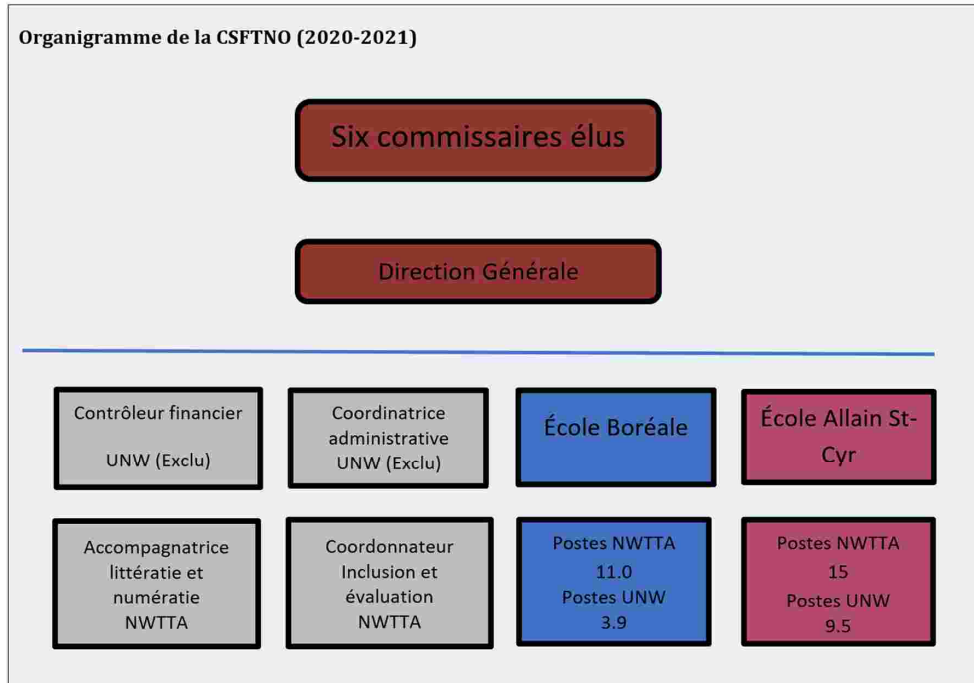
- Bureau central : 5 FTE
- École Allain St-Cyr (EASC) : 15 NWTTA et 9.5 UNW
- École Boréale : 11 NWTTA et 3.9 UNW

## Effectif des élèves

Au 30 septembre 2020, 164.5 élèves fréquentaient l'école Allain St-Cyr et 78.5 l'école Boréale, soit un total de 243 élèves.

## Organigramme de la Commission scolaire francophone

L'organigramme de la Commission scolaire francophone des TNO pour l'année 2020-2021 se présente comme suit :



## Plan stratégique 2021-2026

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

Les nouveaux axes définis sont les suivants :

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

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

Les objectifs stratégiques assignés à cet axe sont les suivants :

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

### Axe 2 : La capacité organisationnelle en développement

Les objectifs stratégiques assignés à cet axe sont les suivants :

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

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

Les objectifs stratégiques assignés à cet axe sont les suivants :

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



## Profil de sortie de l'élève

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

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

### Bien-être

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

### Identité franco-ténoise

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

### Un apprenant pour la vie qui...

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

Un penseur critique qui...

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

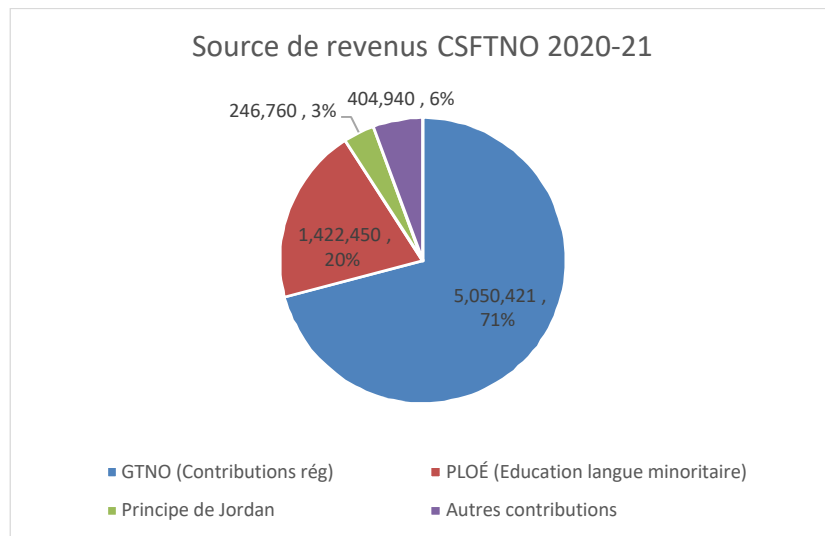
Un citoyen éthique et engagé qui...

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

## Revenus

La source principale de revenu provient du Gouvernement des Territoires du Nord-Ouest. Cette source de revenu est majoritairement divisée en 3 catégories :

- Les contributions régulières calculées selon le Cadre de financement scolaire des Territoires du Nord-Ouest (5,050 M\$ dont 128 k\$ constitue un revenu différé de l'exercice fiscal 20-21 au titre des programmes Intégration scolaire – 93 k\$ et Programme autochtone – 35 k\$);
- La contribution provenant de l'entente Plan sur les langues officielles en éducation - *Enseignement en français langue de la minorité* de Patrimoine canadien (1.423 M);
- Les autres revenus provenant essentiellement des autres contributions du gouvernement (GTNO) et du Principe de Jordan s'élèvent à 652 k\$



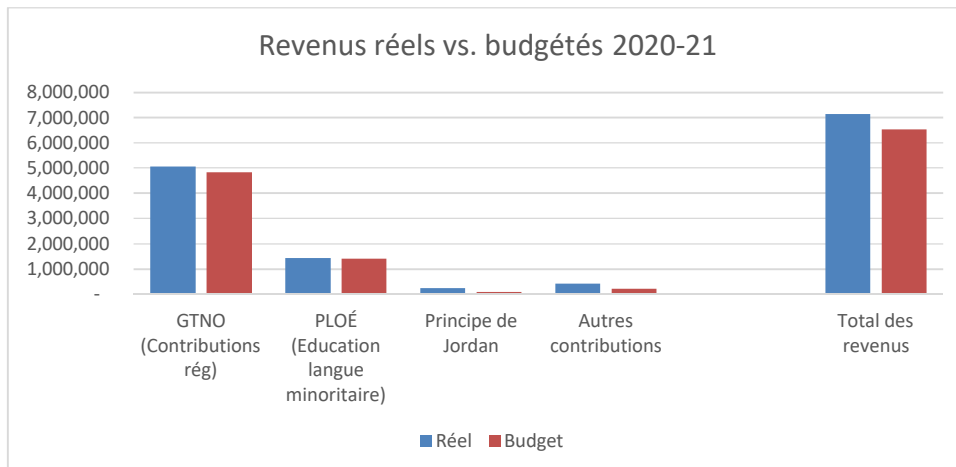
En 2020-2021, la Commission scolaire francophone TNO a enregistré des revenus d'un montant de 7.125 M\$ comparativement à un montant budgété de 6.513 M\$. Cette variance de 612 k\$ s'explique principalement par les facteurs suivants :

- Une hausse des contributions régulières de 244.3 k\$, dont comme mentionné précédemment 128 k\$ constitue un revenu différé de l'exercice

précédent sur cet exercice. D'autres facteurs de la hausse des contributions régulières concernent l'augmentation des salaires des enseignants du syndicat NWTTA d'un montant de 93 k\$ (2.5% d'augmentation) et la contribution pour inscriptions exceptionnelles (EEF), SSI et mentorat de \$100 K\$. Cette hausse est cependant atténuée par la baisse du budget initial de 61 k\$ concernant les lignes « *School Counselling* » et « *Wellness Counsellors* ».

- Une hausse de 181.3 k\$ des autres contributions, dont notamment la somme de 114 k\$ relative à la contribution COVID-19. Un revenu de 84 k\$ sur les 187 k\$ a été constaté sur 20-21 et un revenu de 30 k\$ concernant les ordinateurs portables, contribution séparée de la contribution de 187 k\$, a été également gagné. En outre, le programme PES 440 d'un montant de 25 k\$ a été appliqué au cours de l'exercice 20-21 et la dotation d'un fonds de tiroir de 28 k\$ a été attribué.
- Une hausse du montant du programme « Français – Langue première » de 19.4 k\$ relatifs à des fonds additionnels octroyés de façon ponctuelle.
- Une augmentation de 166.5 k\$ du revenu concernant le Principe de Jordan due à l'ajout d'autres étudiants éligibles à ce programme au début de la rentrée.

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



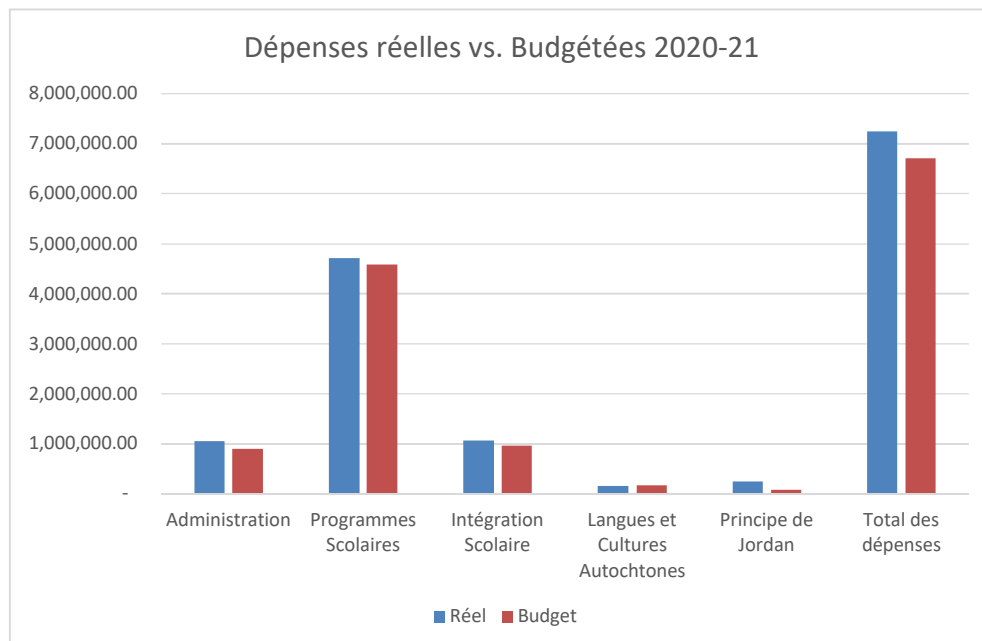
## Dépenses

Le total des dépenses de la Commission scolaire francophone des TNO au 30 juin 2021 se chiffre à 7.236 M\$ comparativement à un budget approuvé de 6.699 M\$, soit un dépassement de 537 k\$.

Ce dépassement s'explique essentiellement par les facteurs suivants :

- Une hausse des frais d'administration de 161 k\$;
- Une hausse des dépenses de programmes scolaires de 119 k\$;
- Une augmentation des dépenses d'intégration scolaire de 96 k\$ relative au report d'un revenu de 93 k\$ de l'exercice 19-20 sur l'exercice 20-21;
- Une augmentation des dépenses relatives au Principe de Jordan de 166.4 k\$, à la suite de l'éligibilité de nouveaux élèves.
- Une légère diminution des dépenses du programme autochtone de 5 k\$.

Voici un tableau illustrant les dépenses réelles comparativement (hors dépenses extraordinaires) aux dépenses budgétées par programme :



## Programmes

### Administration

L'augmentation des dépenses d'administration s'expliquent essentiellement par hausse des frais de CSTIT (WSCC) et des frais de départ pour 57 k\$, l'augmentation des salaires (*Merit Pay inclus*) du Bureau Central et des honoraires de 14 k\$, une hausse des achats de services de 43 k\$.

### Programmes scolaires

L'effet combiné des mouvements du personnel et des ressources supplémentaires des ressources liées au COVID-19, au PES 440 et au fonds de tiroir additionnel de Patrimoine Canadien a permis une augmentation des dépenses des programmes scolaires de 119 k\$.

### Intégration scolaire

Le report de 93 k\$ des dépenses d'intégration scolaire de l'exercice fiscal 19-20 sur 20-21 a permis une hausse des dépenses relatives de 96 k\$.

### Principe de Jordan

Au cours de l'exercice fiscal 20-21, de nouveaux élèves ont été admis à ce programme. Cependant, après quelques mois, certains élèves ont été transférés vers d'autres écoles ou à la demande des parents, le programme a été arrêté. Les dépenses comptabilisées ont pris en compte la période du 31 mars 2021. Après cette date, seule une élève de la CSFTNO restait éligible au Principe de Jordan. La différence de 166.4 k\$ explique cette hausse constatée.

### Langues et cultures autochtones

Ce programme comprend les salaires et avantages sociaux du coordonnateur, ainsi que les matériaux et les fournitures reliés au programme de Langue et culture autochtones. L'exercice fiscal 2019-2020 s'est soldé par des dépenses réelles de 163 k\$ contre un budget de 168 k\$, soit une légère baisse de 5 k\$. Ce programme a bénéficié d'un report de revenus de 35 k\$.

## Perspectives 2021-2022

L'année 2021-2022, toujours marquée par l'avènement de la pandémie COVID-19 au niveau mondial qui a bouleversé la société dans son ensemble, a permis au bureau central de la CSFTNO et de ses deux écoles de faire preuve de résilience. De nouvelles façons de vivre et de travailler avec des défis nouveaux sont apparues. Cela a inéluctablement un impact à la hausse sur les dépenses dont l'estimation à l'heure actuelle se révélerait hasardeuse.

Malgré ce défi, la CSFTNO et toutes les parties prenantes ont énormément travaillé pour offrir quasiment le même niveau de services à leurs clients. Et la CSFTNO s'engage à toujours offrir ce même niveau de services quel que soit le coût supplémentaire que cela a entraîné et continue d'entraîner.

Enfin, l'augmentation de l'effectif scolaire de 234.5 élèves en 19-20 à 243 élèves en 20-21, a permis à la CSFTNO d'être éligible au financement pour inscriptions exceptionnelle - *EEF (Extraordinary Enrolment Fund)*.

## Sommaire

En 2021-2022, la Commission scolaire francophone des TNO a approuvé un déficit opérationnel (hors dette relative aux dépens) de 113,413\$ contre un déficit budgété de 185,668\$.

La prise en compte de tous les éléments non opérationnels aboutit à un déficit de 113,413\$ créant ainsi un déficit cumulé de 1,165,963\$.

Malgré ce déficit, les fonds budgétés pour l'année fiscale 2021-2022 s'enlignent avec le Plan stratégique 2021-2026 dans le but de continuer à offrir un excellent programme d'éducation en français langue première dans nos deux écoles.

Nous souhaitons une bonne rentrée scolaire 2021-2022 à tous les élèves et employés de la Commission scolaire francophone des TNO.

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

**Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2021**

The Management Discussion and Analysis, Consolidated Financial Statements, Schedules and Notes herein submitted have been prepared and approved by management. They provide full disclosure and accurately reflect the financial and non-financial condition of Commission scolaire francophone Territoires du Nord-Ouest ("the Commission") in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

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

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

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

Approved and confirmed on behalf of the Commission

\_\_\_\_\_  
Yvonne Careen  \_\_\_\_\_ **Directrice générale**

\_\_\_\_\_  
Marc Akpoe, MBA, CIA, CPA, CMA, FRM  \_\_\_\_\_ **Contrôleur financier**

**September 20, 2021**



## **Independent Auditors' Report**

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

### **Report on the Audit of the Consolidated Financial Statements**

#### ***Opinion***

We have audited the accompanying consolidated financial statements of Commission Scolaire Francophone Territoires du Nord-Ouest ("the Commission") which comprise the consolidated statement of financial position as at June 30, 2021, consolidated statements of operations, changes in net financial liabilities, and cash flows for the year then ended, including a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the *Basis of Qualified Opinion* paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the Commission as at June 30, 2021 and the results of its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

#### ***Basis for Qualified Opinion***

School funds generated and controlled by the Commission during the year ended June 30, 2020 are not reported nor presented in the accompanying consolidated financial statements. School generated funds represent fundraising activities for the benefit of student life enhancement and are controlled through the Commission due to the nature of these activities, which must be approved at the Commission level. This represents a departure from Canadian public accounting standards because school generated funds are determined to be under the control of the Commission, and as such are required to be included under the government reporting entity. Accordingly, school generated funds revenues, expenses, assets, and surplus for the year ended June 30, 2020 are not recognized nor audited in the accompanying consolidated financial statements. Our audit opinion on the consolidated financial statements for the year ended June 30, 2020 was modified accordingly because of the possible effects of this departure.

Salaries and benefits paid to management and employees of the Commission are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories. Our audit scope was limited as we did not audit the components of salaries and benefits expenses and related balances. Accordingly, we were not able to determine whether any adjustments might be necessary to salaries and benefits expenses for the years ended June 30, 2021 and 2020; employee deductions payable, vacation payable, salaries and wages payable, post-employment benefits payable at June 30, 2021 and 2020, and accumulated surplus (deficit) as at July 1 and June 30 for both 2021 and 2020 years. Our audit opinion on the consolidated 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 our report. We are independent of the Commission in accordance with the ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

## **Independent Auditors' Report (continued)**

### ***Other Information***

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### ***Responsibilities for Management and Those Charged with Governance for the Consolidated Financial Statements***

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

In preparing the consolidated financial statements, management is responsible for assessing the Commission's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Commission or to cease operations, or has no realistic alternative but to do so.

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

### ***Auditors' Responsibilities for the Audit of the Consolidated Financial Statements***

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

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

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

## Independent Auditors' Report (continued)

### ***Auditors' Responsibilities for the Audit of the Consolidated Financial Statements (continued)***

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Commission's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Commission to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

### ***Report on Other Legal and Regulatory Requirements***

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Commission coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Commission that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Commission's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

**Yellowknife, Northwest Territories  
September 20, 2021**

*Crowe MacKay LLP*

**Chartered Professional Accountants**

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

**Statement of Financial Position**

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**As at June 30,** **2021** **2020**

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**Financial Assets**

Cash (Note 5)	\$ 1,405,171	\$ 1,514,581
Accounts receivable (Note 9)	172,351	93,906
Due from Government of Canada (Note 15)	25,356	-
	<b>1,602,878</b>	<b>1,608,487</b>

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**Liabilities**

Accounts payable and accrued liabilities (Note 11)	453,699	373,403
Payroll liabilities (Note 11)	541,102	524,336
Repayment to GNWT (Note 12)	1,269,573	1,269,573
Deferred revenue (Note 13)	147,586	132,315
Post-employment benefits (Note 19)	369,385	374,954
	<b>2,781,345</b>	<b>2,674,581</b>
<b>Net financial liabilities</b>	<b>(1,178,467)</b>	<b>(1,066,094)</b>

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**Non-financial assets**

Prepaid expenses (Note 22)	12,504	11,544
<b>Accumulated deficit</b>	<b>\$ (1,165,963)</b>	<b>\$ (1,054,550)</b>

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**Represented By:**

<b>Operating deficit</b>	<b>\$ (1,165,963)</b>	<b>\$ (1,054,550)</b>
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**Contractual obligations and contingencies (Note 24 and 25)**

**Approved on behalf of the Board:**

 **Trustee**

 **Trustee**

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Operations

For the year ended June 30,	2021 Budget	2021 Actual	2020 Actual
<b>Revenues</b>			
<b>Government of the NWT</b>			
ECE regular contributions	\$ 4,806,082	\$ 5,050,421	\$ 4,834,656
French language instruction	1,403,050	1,422,450	1,403,050
ECE other contributions (Note 32)	82,185	263,832	144,127
<b>Total GNWT ECE</b>	<b>6,291,317</b>	<b>6,736,703</b>	<b>6,381,833</b>
GNWT other contributions (Note 33)	90,225	40,333	44,111
<b>Total GNWT</b>	<b>6,381,542</b>	<b>6,777,036</b>	<b>6,425,944</b>
<b>Government of Canada</b>			
Jordan's Principle	80,309	246,760	231,220
Other contributions	-	28,600	-
	<b>80,309</b>	<b>275,360</b>	<b>231,220</b>
<b>Education body generated funds</b>			
Northwest Territories Teachers' Association Contributions	16,200	17,002	12,237
Interest	35,000	13,573	32,000
Other revenues	-	41,600	32,158
	<b>51,200</b>	<b>72,175</b>	<b>76,395</b>
	<b>6,513,051</b>	<b>7,124,571</b>	<b>6,733,559</b>
<b>Expenses (Schedule 1)</b>			
School programs	4,581,797	4,700,770	4,613,500
Inclusive schooling	971,052	1,067,403	1,087,688
Operations and maintenance	-	-	98,360
Administration	978,128	1,055,828	649,878
Indigenous languages and culture	167,742	162,614	97,453
Jordan's Principle	-	246,760	-
	<b>6,698,719</b>	<b>7,233,375</b>	<b>6,546,879</b>
<b>Operating deficit before other items</b>	<b>(185,668)</b>	<b>(108,804)</b>	<b>186,680</b>
<b>Other items</b>			
Post-employment benefit recovery (expense) (Note 19)	-	(2,609)	2,972
Grant in-kind - Assets provided at no cost (Note 23)	-	1,060,439	1,064,949
Rent expense - Assets provided at no cost (Note 23)	-	(1,060,439)	(1,064,949)
<b>Adjusted operating surplus (deficit)</b>	<b>(185,668)</b>	<b>(111,413)</b>	<b>189,652</b>
<b>Opening accumulated deficit</b>	<b>(1,054,550)</b>	<b>(1,054,550)</b>	<b>(1,244,202)</b>
<b>Closing accumulated deficit</b>	<b>\$ (1,240,218)</b>	<b>\$ (1,165,963)</b>	<b>\$ (1,054,550)</b>

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Commission scolaire francophone Territoires du Nord-Ouest

**Statement of Changes in Net Financial Liabilities**

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For the year ended June 30,	2021 Budget	2021 Actual	2020 Actual
<b>Adjusted operating surplus (deficit)</b>	\$ (185,668)	\$ (111,413)	\$ 189,652
Acquisition of prepaid expenses and deposits	-	(960)	(3,823)
<b>Increase (decrease) in net financial assets</b>	<b>(185,668)</b>	<b>(112,373)</b>	185,829
<b>Net financial liabilities, beginning of year</b>	<b>(1,066,094)</b>	<b>(1,066,094)</b>	(1,251,923)
<b>Net financial liabilities, end of year</b>	<b>\$ (1,251,762)</b>	<b>\$ (1,178,467)</b>	\$(1,066,094)

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Commission scolaire francophone Territoires du Nord-Ouest

**Statement of Cash Flows**

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For the year ended June 30,	2021	2020
<b>Cash provided by (used in):</b>		
<b>Operating transactions</b>		
Operating surplus (deficit)	\$ (111,413)	\$ 189,652
<b>Changes in non-cash assets and liabilities</b>		
Decrease (increase) in accounts receivable	(78,445)	37,798
Decrease in accounts payable and accrued liabilities	80,296	(307,431)
Increase in payroll liabilities	16,765	57,949
Decrease (increase) in due from Government of Canada	(25,356)	-
Increase (decrease) in deferred revenue	15,272	128,815
Decrease in post-employment benefits	(5,569)	(63,050)
Decrease (increase) in prepaid expenses and deposits	(960)	(3,824)
<b>Increase (decrease) in cash</b>	<b>(109,410)</b>	39,909
<b>Cash at beginning of year</b>	<b>1,514,581</b>	1,474,672
<b>Cash at end of year</b>	<b>\$ 1,405,171</b>	<b>\$ 1,514,581</b>

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

**Schedule 1  
Details of Expenses**

**For the year ended June 30, 2021**

	School Programs	Inclusive Schooling (schedule 4)	Administration	Indigenous Languages and Culture (schedule 2)	Jordan's Principle (schedule 7)	Total 2021	Budget 2021	Total 2020
<b>Salaries</b>								
Teacher salaries	\$ 3,328,535	\$ 372,965		\$ 45,213	\$ -	\$ 3,746,713	\$ 3,649,188	\$ 3,712,860
Instruction assistants	-	450,884		-	246,760	697,644	463,500	706,770
Non-instruction staff	855,471	168,784	506,232	-	-	1,530,487	1,428,773	1,105,342
Board/trustee honoraria	9,122	-	30,915	43,219	-	83,256	35,000	48,035
	4,193,128	992,633	537,147	88,432	246,760	6,058,100	5,576,461	5,573,007
<b>Employee Benefits</b>								
Employee benefit	-	-	70,293	-	-	70,293	41,000	47,019
Leave and termination	-	-	45,032	-	-	45,032	20,000	51,341
	-	-	115,325	-	-	115,325	61,000	98,360
<b>Services Purchased/Contracted</b>								
Advertising/Publishing	-	-	77,270	-	-	77,270	64,094	34,287
Communication	13,234	-	13,753	-	-	26,987	24,851	25,332
Contracted services	84,364	11,760	170,685	-	-	266,809	220,020	246,891
Maintenance and repairs	41,560	-	-	-	-	41,560	23,581	30,360
Other	55,639	5,662	86,368	-	-	147,669	195,691	48,583
Rental/leases	19,192	-	4,726	-	-	23,918	25,344	28,975
Student travel	62,921	-	-	-	-	62,921	72,000	66,721
Travel	9,261	8,846	8,209	13,412	-	39,728	57,410	71,079
	286,171	26,268	361,011	13,412	-	686,862	682,991	552,228
<b>Supplies and Materials</b>								
Freight	369	-	-	-	-	369	-	3,470
Materials	221,102	48,502	42,345	60,770	-	372,719	378,267	319,814
	221,471	48,502	42,345	60,770	-	373,088	378,267	323,284
<b>Total</b>	<b>\$ 4,700,770</b>	<b>\$ 1,067,403</b>	<b>\$ 1,055,828</b>	<b>\$ 162,614</b>	<b>\$ 246,760</b>	<b>\$ 7,233,375</b>	<b>\$ 6,698,719</b>	<b>\$ 6,546,879</b>



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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 2  
Details of Indigenous Language and Culture Expenses

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For the year ended June 30, 2021

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	School Instruction	Teaching/ Learning Resources	School Activities and Integrated Community Programs	Total
<b>Salaries</b>				
ILE teachers	\$ -	\$ 45,213	\$ -	\$ 45,213
Honoraria	43,219	-	-	43,219
	<b>43,219</b>	<b>45,213</b>	<b>-</b>	<b>88,432</b>
<b>Services Purchased/Contracted</b>				
Travel	-	-	13,412	13,412
<b>Materials/Supplies/Freight</b>				
Materials	-	-	60,770	<b>60,770</b>
	<b>\$ 43,219</b>	<b>\$ 45,213</b>	<b>\$ 74,182</b>	<b>\$ 162,614</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 3  
Indigenous Languages (contributions)

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For the year ended June 30, 2021

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<b>Contribution agreement</b>	<b>July 1 to March 31</b>	<b>April 1 to June 30</b>	<b>Total</b>
<b>Revenues</b>			
Funding received	\$ 116,480	\$ 53,278	\$ 169,758
<b>Expenses</b>			
Salaries	32,070	13,143	45,213
Other	70,377	47,024	117,401
	<b>102,447</b>	<b>60,167</b>	<b>162,614</b>
<b>Net surplus (deficit)</b>	<b>\$ 14,033</b>	<b>\$ (6,889)</b>	<b>\$ 7,144</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 4  
Details of Inclusive Schooling Expenses

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For the year ended June 30, 2021

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	Staff Development	Student Resources	General Inclusive Schooling	Total
<b>Salaries</b>				
Non-Instructional Staff	\$ -	\$ -	\$ 168,784	\$ 168,784
Program support teachers	-	-	372,965	372,965
Support assistants	-	-	450,884	450,884
		-	<b>992,633</b>	<b>992,633</b>
<b>Services Purchased/Contracted</b>				
Contracted services	-	-	11,760	11,760
Other	5,662	-	-	5,662
Travel	8,846	-	-	8,846
	<b>14,508</b>	-	<b>11,760</b>	<b>26,268</b>
<b>Materials/Supplies/Freight</b>				
Materials	-	39,528	8,974	48,502
	<b>\$ 14,508</b>	<b>\$ 39,528</b>	<b>\$ 1,013,367</b>	<b>\$ 1,067,403</b>

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**Commission scolaire francophone Territoires du Nord-Ouest****Schedule 5  
French Language Funding**

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**For the year ended June 30, 2021**

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	<b>Contributions from ECE and Heritage Canada</b>	<b>Commitments from Commission</b>	<b>Expenses</b>	<b>(Under) Over Funding</b>
<b>STUDENT PARTICIPATION</b>				
School administration (salary)	\$ 316,666	\$ 41,270	\$ 368,882	\$ (10,946)
Retention bursaries	28,000	-	22,750	5,250
2 grade level per class (salary)	396,157	1,619,791	2,824,151	(808,203)
2 secretaries / librarian (salary)	186,461	72,571	243,428	15,604
Promotion	73,994	-	76,612	(2,618)
<b>SCHOOL PROGRAMS</b>				
Cyber pedagogy (salary)	65,503	80,059	148,722	(3,160)
Technology resources	38,420	-	37,867	553
<b>PROGRAM ENRICHMENT</b>				
Recruitment and retention	89,344	-	88,032	1,312
Partnership early childhood	26,050	-	16,050	10,000
French monitors (rent)	-	10,000	87,627	(77,627)
Coach for francisation	79,868	84,374	170,593	(6,351)
Art program	35,866	-	36,114	(248)
Cultural activities	36,011	-	38,073	(2,062)
French resource purchase	45,000	11,000	51,610	4,390
<b>EDUCATIONAL SUPPORT FOR PERSONNEL</b>				
Professional development	30,432	13,580	44,739	(727)
<b>Total</b>	<b>\$ 1,447,772</b>	<b>\$ 1,932,645</b>	<b>\$ 4,255,250</b>	<b>\$ (874,833)</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 6  
Student Success Initiative

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For the year ended June 30, 2021

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	<b>Total</b>
<b>Revenue - Government of the NWT Education, Culture, &amp; Employment</b>	<b>\$ 15,000</b>
<b>Expenses</b>	
<b>Workshop expenses</b>	
Resources	31,252
<b>Deficit</b>	<b>\$ (16,252)</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 7  
Jordan's Principle

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For the year ended June 30, 2021

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	Budget 2021	Actual 2021	Actual 2020
<b>Revenue</b>			
Government of Canada			
- First Nations and Inuit Health Branch			
Contribution agreement	\$ 80,309	\$ 246,760	\$ 231,220
<b>Expenses</b>			
Personnel	-	246,760	240,813
Contracted services	-	-	1,860
<b>Total expenses</b>	-	246,760	<b>242,673</b>
<b>Net surplus (deficit)</b>	<b>\$ 80,309</b>	<b>\$ -</b>	<b>\$ (11,453)</b>
<b>Deferred revenue</b>	<b>\$ 80,309</b>	<b>\$ 42,925</b>	<b>\$ 4,204</b>

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**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**1. Nature of the Organization**

The Commission scolaire francophone Territoires du Nord-Ouest ("Commission") was established under the *Education Act* of the Government of the Northwest Territories ("GNWT") by order of the Minister dated November 7, 2000. A full range of instructional programs ranging from pre-kindergarten through Grade 12 is offered by the Commission in both Yellowknife and Hay River.

The Commission is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Commission includes all aspects of operation and management. The Commission is the lowest (and sole) level of government exercising oversight responsibility.

The Commission is a public body performing a function of government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing the function of government in Canada is exempt from taxation.

**2. COVID-19**

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Commission's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) having had a material impact on the Commission's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Commission has received \$187K additional funding from the Department of Education, Culture and Employment during the year, the purpose of which was to provide COVID-19 related cost offsets for the reopening of schools in the fiscal year. The unused portion will be continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses.

### 3. Significant Accounting Policies

#### (a) Basis of Accounting

The financial statements of the Commission have been prepared in accordance with Canadian public sector accounting standards. The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality. The financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is composed of all organizations, two schools, which are controlled by the Commission.

The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

#### (b) Reporting entity

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Commission and which are controlled by the Commission.

School generated funds, which include the assets, liabilities, revenues, and expenses of various schools and which are controlled by the Commission are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

#### (c) Cash

Cash is comprised of bank account balances, net of outstanding cheques.

#### (d) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash, accounts receivable and due from Government of Canada.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, repayment to GNWT and post-employment benefits.



**3. Significant Accounting Policies (continued)**

**(d) Financial Instruments (continued)**

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

**(e) Non-financial Assets**

Assets are classified as either financial or non-financial. Financial assets are assets that could be used to discharge existing liabilities or finance future operations. Non-financial assets are acquired, constructed or developed assets that do not normally provide resources to discharge existing liabilities but are employed to deliver services that may be consumed in normal operations and are not for resale in the normal course of operations. Non-financial assets of the Commission include prepaid expenses and deposits.

**(f) Tangible Capital Assets**

All tangible capital assets used by the Commission are purchased by and are the property of the GNWT. The Minister grants to the Commission the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Tangible capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Tangible capital assets with a value of less than \$50,000 are recorded as a current expense.

The fair value of the use of the building and office space is estimated at its fair value and recognized as assets provided at no cost in the statement of operations.

**(g) Revenue Recognition**

**Government Transfers**

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

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

June 30, 2021

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### 3. Significant Accounting Policies (continued)

#### (g) Revenue Recognition (continued)

##### Government Transfers (continued)

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

##### ECE - Regular contributions

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment and price and volume fluctuation, and are received in monthly installments. The Commission retains surpluses and is responsible for deficits. Any funding requests over and above those levels provided by the formula must be first approved by the GNWT. The contribution revenue is recognized when received or receivable.

##### GNWT - French minority language

The French minority language contributions from the GNWT are determined by additional costs related to French minority language, and are received in one payment. The contribution revenue is recognized when received or receivable.

##### Other contributions

The Commission follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reliably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Funds received that are not expended at year-end are recorded as either deferred revenue or contributions repayable depending upon the terms of the contribution agreement.

##### Deferred revenue

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

##### Investment income

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

**3. Significant Accounting Policies (continued)**

**(g) Revenue Recognition (continued)**

**Special purpose funds**

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

Student activity funds which are controlled by students or parties other than the Commission are not included even if custody of the funds is held by the Commission. Examples of excluded funds might be student clubs or associations for which the Commission has no ongoing responsibility of liability for losses. See Note 6.

The distinctions between the treatment of School and Student activity funds are under review.

**(h) Budget Data**

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

The final priorities and funding allocations are determined by the Trustees of the Commission at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget. The budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

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

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

The budget may be amended within a given fiscal year in accordance with the Commission's policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the budget for the fiscal year. The budget has not been audited.

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**3. Significant Accounting Policies (continued)**

**(i) Measurement Uncertainty**

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenues and expenses during the period. Management makes accounting estimates when determining significant accrued liabilities, post-employment benefits liabilities and the related costs charged to the statement of operations. Actual results could differ from these estimates, the impact of which would be recorded in future periods.

**(j) Inventories Including Materials and Supplies**

Materials and supplies are considered a cost of operations and are expensed to the applicable program when received.

**(k) Payroll Liabilities**

According to the Northwest Territories Teachers' Association ("NWTTA") and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT 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 as a liability.

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 Commission determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

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

**(l) Post-employment Benefits, Compensated Absences and Termination Benefits**

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

June 30, 2021

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**3. Significant Accounting Policies (continued)**

**(m) Expenses**

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

**(n) Foreign Currency Translation**

The Commission only transacts in Canadian dollars. As such there is no foreign currency translation.

**(o) Liability for Contaminated Sites**

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organize or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; The Commission is directly responsible and accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2021.

At each financial reporting date, management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized is accounted for in the period revisions are made. Management at the Commission has concluded that there is no contamination that exceeds environmental standards and as a result there are no liabilities for contaminated sites.

**(p) Donated Goods and Services**

The school buildings occupied by the Commission are the property of the GNWT. The lease of the office space occupied by the Commission is paid for by the GNWT. The fair value of the use of the building and office space is estimated at its fair value and recognized as assets provided at no cost in the statement of operations.

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**3. Significant Accounting Policies (continued)**

**(q) Segment disclosure**

The Schedule of Details of Expenses has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major expense activities of the Commission. For each reported segment, expenses represent amounts directly attributable to each segment. Segments include:

**School Programs:** pertains to the provision of instructional services that falls under the basic public education mandate.

**Inclusive Schooling:** pertains to access to quality education for all students by effectively meeting their diverse needs.

**Operations and Maintenance:** pertains to the daily operation and maintenance of the Commission.

**Administration:** pertains to the provision of board governance and central office administration.

**Indigenous Languages Education and Culture:** pertains to indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

**Jordan's Principle:** pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at the Commission.

**4. Future Accounting Changes**

**Revenue, Section PS 3400**

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, 2023. Earlier adoption is permitted.

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Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

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June 30, 2021

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**5. Cash**

	2021	2020
Cash	\$ 1,405,171	\$ 1,514,581

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The cash is held in a bank account with Royal Bank of Canada (RBC).

**6. Special Purpose Funds**

The Commission did not report any special purpose funds.

**7. Restricted Assets**

The Commission does not have any restricted assets.

**8. Portfolio Investments**

The Commission does not have any portfolio investments.

**9. Accounts Receivable**

	Accounts Receivable 2021	Allowance for doubtful accounts 2021	Net 2021	Net 2020
Due from related parties (Note 26)	\$ 278	\$ -	\$ 278	\$ -
Due from GNWT (Note 26)	37,999	-	37,999	31,304
Trade and other receivables	134,404	330	134,074	62,602
	<b>\$ 172,681</b>	<b>\$ 330</b>	<b>\$ 172,351</b>	<b>\$ 93,906</b>

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**10. Inventory**

The Commission does not have inventory.

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**11. Accounts Payable and Accrued Liabilities**

	<b>2021</b>	2020
Due to GNWT	\$ 274,479	\$ 200,041
Trade payable	179,220	173,362
	<b>\$ 453,699</b>	<b>\$ 373,403</b>

**Payroll Liabilities**

	<b>2021</b>	2020
NWTTA	\$ 366,633	\$ 329,710
UNW	77,471	70,024
Other	96,998	124,602
	<b>\$ 541,102</b>	<b>\$ 524,336</b>

**12. Repayment to GNWT**

In early June 2012, a judgment was decreed in the legal action brought by the Commission against the GNWT to provide additional classroom space in Hay River and to assert the right to enrol students in both schools, and in a second legal action brought against the GNWT by L'Association des Parents Ayants Droit, with the support of the Commission, to provide additional classroom space in Yellowknife. In this judgment the GNWT was ordered by the Supreme Court of the Northwest Territories to reimburse \$1,127,287 to the Commission. Payment was received during the fiscal year ended June 30, 2014.

During the fiscal year ended June 30, 2015, the GNWT submitted an appeal and was successful. The Commission then submitted an appeal to the Supreme Court of Canada which was refused to be heard.

During the 2019 fiscal year, the GNWT had determined the costs owed by the Commission resulting from the appeal to be \$1,269,573. As such, this amount was recognized as a liability in that fiscal year.

The terms of repayment is to be determined in the 2022 fiscal year.



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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**13. Deferred Revenue**

Deferred revenue consists of funding received for expenses not yet incurred at year end.

	<b>2021</b>	2020
<b>Government of the Northwest Territories</b>		
ECE - Inclusive Schooling	\$ -	\$ 92,947
ECE - Indigenous Language Education	-	35,164
ECE - COVID-19 Support	102,661	-
<b>Government of Canada</b>		
Indigenous Services Canada - Jordan's Principle	42,925	2,204
<b>Other</b>		
Funds raised for Ecole Boreal gymnasium - Nicole Fournier	2,000	2,000
	<b>\$ 147,586</b>	<b>\$ 132,315</b>

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**14. Contributions Repayable**

The Commission does not have any contributions repayable.

**15. Due from the Government of Canada**

	<b>2021</b>	2020
Heritage Canada	\$ 25,356	\$ -

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June 30, 2021

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#### **16. Capital Lease Obligations**

The Commission does not have capital lease obligations.

#### **17. Pensions**

The Commission does not have pensions.

#### **18. Long-Term Debt**

The Commission does not have long-term debt.

#### **19. Post-Employment Benefits**

Under the conditions of employment, employees earn severance remuneration based on the number of years of service. Certain employees will also receive assistance with removal costs to return to their point of recruitment. The payment of these benefits is dependent on employees leaving the Commission.

These liabilities are to be funded in the year they become due through regular annual budget allocations that are received from the GNWT.

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

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

#### **Valuation results**

The actuarial valuation was completed as at March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2021 and the results extrapolated to June 30, 2021. The values presented below are for all of the benefits under the post-employment benefits for the Commission.

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2021

19. Post-Employment Benefits (continued)

Changes in Obligation	Severance and Removal	Compensated Absences	2021	2020
Accrued benefit obligation				
beginning of year	\$ 210,050	\$ 72,851	\$ 282,901	\$ 270,896
Current period benefit cost	18,897	6,906	25,803	23,918
Interest accrued	5,833	2,044	7,877	8,910
Benefits payments	(3,792)	(4,386)	(8,178)	(60,077)
Actuarial loss/(gain)	(31,176)	(7,054)	(38,230)	39,254
<b>Accrued benefit obligation end of year</b>	<b>199,812</b>	<b>70,361</b>	<b>270,173</b>	<b>282,901</b>
Unamortized net actuarial gain/(loss)	101,528	(2,316)	99,212	92,053
<b>Total accrued liability</b>	<b>\$ 301,340</b>	<b>\$ 68,045</b>	<b>\$ 369,385</b>	<b>\$ 374,954</b>
Benefits Expense				
Current period benefit cost	\$ 18,897	\$ 6,906	\$ 25,803	\$ 23,918
Interest accrued	5,833	2,044	7,877	8,910
Amortization of gains	(26,524)	(4,547)	(31,071)	(35,800)
<b>Total benefits expenses (recovery)</b>	<b>\$ (1,794)</b>	<b>\$ 4,403</b>	<b>\$ 2,609</b>	<b>\$ (2,972)</b>

The discount rate used in the 2021 fiscal year to determine the accrued benefit obligation was an average of 3.30% (2020 - 2.7%).

The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	\$	\$	\$
2022	22,325	7,281	<b>29,606</b>
2023	19,702	6,357	<b>26,059</b>
2024	15,142	4,278	<b>19,420</b>
2025	13,637	3,507	<b>17,144</b>
Next 5 years	93,186	29,671	<b>122,857</b>
<b>Total</b>	<b>163,992</b>	<b>51,094</b>	<b>215,086</b>

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**20. Trust Assets Under Administration**

The Commission does not have trust assets under administration.

**21. Tangible Capital Assets**

The Commission does not have tangible capital assets.

**22. Prepaid Expenses**

	2021	2020
Prepaid expenses	\$ 12,504	\$ 11,544

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**23. GNWT Assets Provided At No Cost**

	Cost	Accumulated Amortization	2021 Net Book Value	2020 Net Book Value
Ecole Allain St-Cyr	\$ 17,310,964	\$ 3,694,346	\$ 13,616,618	\$ 14,383,751
Ecole Boreale	3,960,439	1,431,520	2,528,919	2,630,755
Ecole Allain St-Cyr Phase 1	4,490,598	1,590,646	2,899,952	3,029,801
Ecole Boreale Modular Units	1,189,060	366,746	822,314	854,881
Ecole Boreale Pellet Boiler	86,115	48,440	37,675	41,981
Ecole Boreale Biomass System	90,649	9,568	81,081	85,613
Ecole Boreale JK Playscape	223,658	26,093	197,565	208,747
Ecole Allain St-Cyr JK Playscape	135,490	24,087	111,403	120,436
	\$ 27,486,973	\$ 7,191,446	\$ 20,295,527	\$ 21,355,965

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Rent expense of \$1,060,439 (2020 - \$1,064,949) was offset by a grant in-kind.

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**24. Contractual Obligations**

The Commission has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2021.

The future minimum payments are as follows:

	<b>Expires in fiscal year</b>	<b>2022</b>	<b>2023-2026</b>	<b>Total</b>
<b>Equipment leases</b>				
Xerox B8055 MONO MFP	2024 \$	1,555 \$	6,218 \$	7,773
Xerox C8045 COLOUR MFP	2024	2,006	8,023	10,029
Aficio MP C4502	2022	2,994	-	2,994
<b>Operational Contracts</b>				
First Canada ULC	2026	49,240	236,352	285,592
		<b>\$ 55,795</b>	<b>\$ 250,593</b>	<b>\$ 306,388</b>

**25. Contingencies**

The Commission is currently evaluating the impact of the appeal won by the GNWT regarding the van Bochove judicial review.

**26. Related Parties**

The Commission is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Commission enters into transactions with these entities in the normal course of business. These transactions have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties. The Commission is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end disclosed in the financial statements are summarized in this note as follows:

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Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

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June 30, 2021

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26. Related Parties (continued)

Due from related parties:

	2021		2020
Government of Northwest Territories:			
Department of Education, Culture and Employment	\$ 37,999	\$	31,304
Yellowknife Education District No. 1	-		-
DehCho Division Education Council	278		-
	<b>\$ 38,277</b>	<b>\$</b>	<b>31,304</b>

Due to related parties:

	2021		2020
Government of Northwest Territories:			
Department of Finance	\$ 737,309	\$	724,377

Revenues from related parties:

	2021		2020
Government of Northwest Territories:			
Department of Education, Cultural and Employment	\$ 6,736,703	\$	6,381,833
Department of Environment and Natural Resources	8,000		8,000
Department of Municipal and Community Affairs	30,600		30,600
Department of Health and Social Services	1,733		5,511
	<b>\$ 6,777,036</b>	<b>\$</b>	<b>6,425,944</b>

Expenses paid to related parties:

	2021		2020
Dehcho Divisional Education Council	\$ 300	\$	300
Hay River District Education Authority	26,244		48,933
	<b>\$ 26,544</b>	<b>\$</b>	<b>49,233</b>

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## Commission scolaire francophone Territoires du Nord-Ouest

### Notes to Consolidated Financial Statements

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June 30, 2021

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#### 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 revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Commission.

The budget figures presented are those approved by the Department of ECE on June 22, 2020 and have not been audited.

#### 28. Economic Dependence

The Commission receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Commission's operations would be significantly affected.

#### 29. Financial Instruments

The Commission is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Commission's financial instruments is provided by type of risk below. The Commission is exposed to credit and liquidity risks from the its financial instruments. Qualitative and quantitative analysis of the significant risks from the Commission's financial instruments is provided by type of risk below.

##### a) Credit risk

Credit risk is the risk of financial loss to the Commission if a debtor fails to discharge an obligation when due. The Commission is exposed to this risk relating to its cash and accounts receivable. The Commission holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the Commission's cash in accounts are insured up to \$100,000.

The Commission's maximum exposure to credit risk is represented by the financial assets balance comprised of:

	2021	2020
Cash	\$ 1,405,171	\$ 1,514,581
Accounts receivable	172,351	93,906
Due from Government of Canada	25,356	
Maximum credit exposure	<b>\$ 1,602,878</b>	<b>\$ 1,608,487</b>

The is a concentration of credit risk in cash as the majority of the deposits are held in one Canadian chartered bank and the balance is in excess of the insurable limit.

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**29. Financial Instruments (continued)**

At June 30, 2021, the following accounts receivable were past due but not impaired:

	<b>30 Days</b>	<b>60 Days</b>	<b>90 Days</b>	<b>Total</b>
Accounts receivable	\$ 144,274	\$ -	\$ 28,077	\$ 172,351

There is also a concentration risk in accounts receivable as more than 10% of the total balance is from the Government of the Northwest Territories. At June 30, 2021, receivables from the GNWT comprised approximately 22% (2020 - 58%) of the total balance. The amounts represent a low credit risk as the debtors are reputable governments and government organizations with a good credit score. The Commission reduces its risk exposure by following up on old account receivables for collection.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

**b) Liquidity risk**

Liquidity risk is the risk that the Commission will not be able to meet all cash outflow obligations as they come due. The Commission mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The Commission's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, and payroll liabilities for a total \$994,801 (2020 - \$897,739).

The financial assets including cash and accounts receivable, mature within 6 months. The financial liabilities including accounts payable and accrued liabilities, and payroll liabilities mature within 6 months.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures, and methods used to measure the risk.

**30. Expenses By Object**

	<b>2021 Budget</b>	<b>2021 Actual</b>	<b>2020 Actual</b>
Compensation	\$ 5,637,461	\$ 6,173,425	\$ 5,671,367
Supplies and materials	378,267	373,088	323,284
Services purchased/contracted	682,991	686,862	552,228
	<b>\$ 6,698,719</b>	<b>\$ 7,233,375</b>	<b>\$ 6,546,879</b>

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**31. Comparative Figures**

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

**32. ECE Other Contributions**

	<b>2021</b>	<b>2020</b>
<hr/>		
Government of the Northwest Territories Department of Education, Culture and Employment		
Fonds de Tiroir	\$ 25,356	\$ 28,600
Frais Orthophonie	-	2,100
French Monitor	79,559	-
COVID-19 Support	114,725	-
English Languages Communication & Services	20,000	15,000
Self-Regulation	5,000	7,741
Other	19,192	90,686
	<hr/>	<hr/>
	<b>\$ 263,832</b>	<b>\$ 144,127</b>
	<hr/>	<hr/>

**33. GNWT Other Contributions**

	<b>2021</b>	<b>2020</b>
<hr/>		
Government of the Northwest Territories		
Department of Environment and Natural Resources	\$ 8,000	\$ 8,000
Department of Health and Social Services	1,733	5,511
Department of Municipal and Community Affairs	30,600	30,600
	<hr/>	<hr/>
	<b>\$ 40,333</b>	<b>\$ 44,111</b>
	<hr/>	<hr/>

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**34. Contingent Assets**

The Commission does not have any contingent assets.

**35. Contractual Rights**

The Commission has signed the following contribution agreements that will provide program funding to the Commission:

<b>Contracting Parties</b>	<b>Description of Contract</b>	<b>Expiry Date</b>		<b>2022</b>
GNWT - MACA	After School Physical Activity Program	March 2022	\$	<b>15,300</b>
Government of Canada	Jordan's Principle	March 2022		<b>75,644</b>
			\$	<b>90,944</b>

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# Approvals

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## *Operating Plan*



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Education Body Chair

October 19, 2020

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Date



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Superintendent

October 19, 2020

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Date

## *Annual Report*

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Education Body Chair

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Date

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Superintendent

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Date

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Cadre de responsabilisation en éducation

# Commission scolaire francophone des TNO

Rapport annuel

Année scolaire 2020-2021

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Commission scolaire francophone  
Territoires du Nord-Ouest

## Plan de fonctionnement – Sommaire

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

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

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

La santé, la sécurité et le bien-être de notre personnel et des élèves sont notre priorité. Nous avons mis en œuvre toutes les recommandations et suivi les lignes directrices du Bureau de l'administrateur en chef de la santé publique (BACSP) et du MÉCF **pour ouvrir notre école en toute sécurité**. Tous les élèves seront en mesure de suivre les cours à temps plein. En janvier 2020, la CSFTNO a amorcé l'élaboration de son nouveau plan stratégique pour 2020 à 2025. Ses travaux ont été interrompus par la COVID-19 et par motion, le conseil des commissaires a décidé de les reporter à l'automne 2020 et de prolonger le plan stratégique de 2015 à 2020 pour l'année scolaire 2020-2021.

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

Les mesures suivantes ont été prises pour nos écoles pour l'année scolaire 2020-2021 :

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

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

- 1) Comme les déplacements seront limités cette année, nous continuerons à fournir aux élèves des occasions de participer à des activités scolaires et parascolaires, bien que de façon virtuelle pour certaines. Les autres activités ont été repoussées à l'année suivante.
- 2) L'ajout d'un animateur culturel dans chacune de nos écoles aura des retombées positives sur nos élèves, particulièrement sur le développement de leur identité culturelle.

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

- 1) Nous maintiendrons un environnement chaleureux, accueillant et respectueux pour les parents, même s'ils ne sont pas en mesure de venir à l'école aussi souvent qu'ils aimeraient ou que nous aimerions.
- 2) Nous continuerons à aider les parents à soutenir l'apprentissage et la croissance de leurs enfants.
- 3) Nous continuerons d'assurer une communication ouverte et soutenue avec les parents. Nous déployons des efforts particuliers pour les joindre par vidéoconférence ou par téléphone.

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

- 1) Nous continuerons à peaufiner notre stratégie pour garantir la croissance et la vitalité de nos écoles.
  - a. Création d'une garderie en français à Hay River.
  - b. Rénovation de la Garderie Plein Soleil à Yellowknife : nous sommes à la recherche d'autres options de financement ou d'un autre bâtiment.
  - c. Agrandissement de l'École Boréale.
  - d. Agrandissement de l'École Allain St-Cyr.
- 2) Nous continuerons à favoriser le recrutement et la rétention des élèves afin d'augmenter le nombre d'inscriptions.
  - a. Élaboration d'un plan de communication pour présenter le nouveau règlement sur l'admission des élèves dans nos écoles.
  - b. Ce plan s'inspirera des stratégies de communication utilisées l'année dernière pour la promotion de l'éducation en français langue première, surtout en prématernelle et en maternelle.

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

- 1) Nous continuerons à produire des directives administratives dans plusieurs domaines ciblés pour améliorer notre gouvernance et accroître la clarté dans tout l'organisme.
- 2) Nous continuerons à nous focaliser sur les résultats des élèves et sur l'amélioration continue. Ils constitueront notre priorité pour nos futurs besoins en dotation.
- 3) Nous poursuivrons notre stratégie de développement du leadership au sein de la CSFTNO en 2020-2021. Nous élaborons un plan de relève pour préparer le personnel aux fonctions de haute direction scolaire.

## Rapport annuel – Sommaire

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

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

D'après les priorités établies pour l'année scolaire 2020-2021, la Commission scolaire francophone a connu une autre belle année dans la majeure partie de son champ d'action.

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

- 1) Un conseiller en soins à l'enfance et à la jeunesse a commencé à travailler à l'ÉASC en octobre 2020. Il a donné sa démission à la mi-avril 2021. Un autre conseiller a pris la relève pour le reste de l'année scolaire. Nous avons remarqué que la présence d'un conseiller a permis d'améliorer le bien-être des élèves.
- 2) Un poste d'animateur culturel à 0,5 année-personne sera créé dans chaque école; l'ajout des deux postes à temps partiel a eu une grande influence sur la connaissance et la compréhension des différences culturelles.
- 3) Les conseillers en orientation et en éducation ont été mutés à une nouvelle division, et un nouveau cadre de référence a été élaboré. Malheureusement, nos écoles ont eu accès à très peu de services cette année.
- 4) En 2020-2021, nous avons continué à travailler sur le profil de sortie de l'élève. Les membres du comité directeur ont participé à de nombreuses activités de perfectionnement professionnel, et le cadre sur la pensée critique (l'une de nos priorités) a été élaboré, puis implanté en septembre 2021.
- 5) Malgré les restrictions liées à la COVID-19, les écoles de la CSFTNO ont été très chanceuses : sauf les deux semaines de fermeture du 3 au 17 mai 2021, tous les élèves étaient à l'école en personne pour l'apprentissage.

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

- 1) Plusieurs élèves ont participé à des événements francophones en ligne à l'échelle territoriale et nationale, comme le Parlement jeunesse.
- 2) L'ajout d'un animateur culturel à 0,5 année-personne dans chacune de nos écoles aura des retombées positives sur nos élèves, particulièrement sur le développement de leur identité culturelle. Le financement provient entièrement de tierces parties.

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

- 1) Même pendant la pandémie, nous avons continué à aider les parents à soutenir l'apprentissage et la croissance de leurs enfants.
- 2) Nous avons continué d'assurer une communication ouverte et soutenue avec les parents.

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

- 1) Nous avons continué à peaufiner notre stratégie pour garantir la croissance et la vitalité de nos écoles.
  - a. Une étude de faisabilité a confirmé la nécessité d'une garderie francophone à Hay River. On a tenu des discussions, puis une première rencontre avec la Division de la Petite enfance du MÉCF. Le ministère appuie la création de la garderie.
  - b. Les rénovations de la Garderie Plein Soleil à Yellowknife sont toujours au point mort. Le MÉCF a été averti qu'il s'agit d'un projet en deux phases, dont la première a pour objectif d'offrir six places supplémentaires et d'améliorer les services de la garderie, et la deuxième de concevoir une classe au-dessus de la garderie, au deuxième étage de l'ÉASC, ce qui porterait le nombre de places offertes à 60. Des discussions sont en cours sur de potentielles sources de financement ou la possibilité d'inclure les rénovations dans un projet d'agrandissement futur de l'école.
  - c. Une première discussion avec le ministre de l'Éducation, de la Culture et de la Formation au sujet de l'agrandissement de l'École Boréale a eu lieu le 15 juin 2021. La CSFTNO va continuer à bonifier le dossier pour assurer la réalisation des travaux à l'ÉB.
  - d. Une première discussion avec le ministre de l'Éducation, de la Culture et de la Formation au sujet de l'agrandissement de l'École Allain St-Cyr a eu lieu le 15 juin 2021. L'école était déjà à 82,5 % de sa capacité en date du 30 septembre 2020. L'agrandissement du bâtiment ou la construction d'une nouvelle école secondaire ont été discutés. La CSFTNO va continuer à bonifier le dossier pour assurer la réalisation des travaux à l'ÉASC.
- 2) Nous continuerons à favoriser le recrutement et la rétention des élèves afin d'augmenter le nombre d'inscriptions.

Un plan de communication pour présenter le nouveau règlement sur l'admission des élèves dans nos écoles a été préparé. L'ÉASC a recensé un nombre record d'inscriptions cette année. En date du 30 septembre 2020, l'ÉASC comptait 164,5 élèves (+15), mais les inscriptions à l'ÉB ont diminué à 78,5 (-6,5), ce qui représente une hausse globale de 8,5 élèves.

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

- 1) Huit directives administratives ont été définies, puis mises en place.



- 2) Nous avons conçu un modèle de collecte de données afin de mieux orienter les stratégies pédagogiques, les besoins en perfectionnement professionnel et les priorités de dotation du personnel.
- 3) Nous renforçons les capacités du personnel aux fonctions de haute direction. Un plan de relève est en cours d'élaboration.

Dans l'ensemble, nous avons connu une très bonne année. La nouvelle structure du modèle d'accompagnement en alphabétisation et en enseignement des mathématiques, l'ajout d'un animateur culturel dans les deux écoles, ainsi que les avantages découlant des activités de perfectionnement professionnel en ligne et les discussions en personne entre les enseignants ont contribué à une meilleure synergie dans les divisions et les matières spécialisées. Les communautés d'apprentissage professionnelles se sont multipliées. Le climat organisationnel s'est solidifié. Bref, nous sommes fiers du travail accompli en 2020-2021.

Douze diplômés feront la transition vers les études postsecondaires ou le marché du travail. Nous sommes fiers d'afficher un taux de diplomation de 91,6 %.

## 1. Services administratifs et scolaires

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Les services administratifs et scolaires regroupent l'ensemble des activités des organismes scolaires et des écoles, et correspondent à l'ambition globale qu'ont définie les organismes scolaires :

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

## ***A. Gouvernance des organismes scolaires***

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

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

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

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

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

La direction générale est assumée par Yvonne Careen.

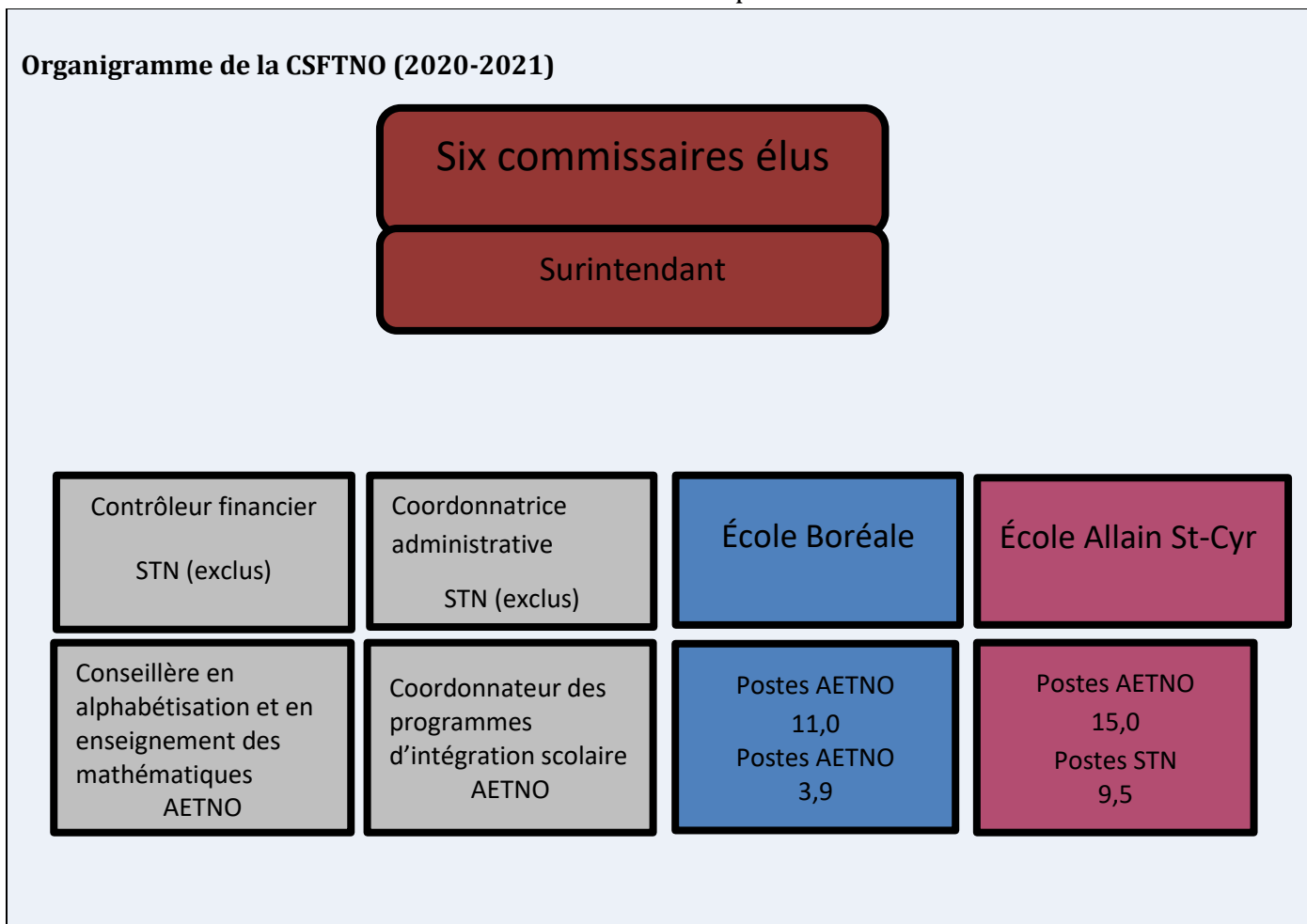
Le CSD de la CSFTNO se réunit tous les mois, sauf en juillet, et parfois en août. Les comités, quant à eux, tiennent régulièrement des réunions tout au long de l'année scolaire.

La CSFTNO organise en outre deux activités de réflexion de deux jours, une à l'automne et l'autre au printemps. Toutes les réunions ordinaires de l'année scolaire 2021-2021 ont eu lieu.

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

## B. Organigramme

Voici comment les différentes fonctions sont réparties :



### C. Formation en gouvernance

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

Sujet prévu	Prestation (Surintendant, MÉCF, consultant externe, etc.)	Public cible (CSD/ASD)	Date et lieu	Tenu comme prévu? (oui ou non)	Sinon, pourquoi?
Gouvernance de l'organisme scolaire	Surintendant Consultant externe	Nouveaux membres	Selon les besoins	Oui	
Code de procédure Robert's Rules of Order	Consultant externe	Déc.	Retraite automnale des membres du CA	Oui, en lien avec nos politiques	
Établissement d'une vision	Consultant externe	Déc.	Élaboration d'un plan stratégique pour 2021 à 2026 Octobre 2020	Oui, sur l'élaboration d'un nouveau plan stratégique	
Lobbyisme	Consultant externe	Déc.	Retraite printanière des membres du CA	Non, le consultant a annulé	

### D. Réunions de l'organisme scolaire

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

Date prévue	Lieu prévu	Réunion tenue comme prévu? (oui ou non)	Sinon, pourquoi?
24 août 2020	Virtuelle	Oui	
21 septembre 2020	Virtuelle	Oui	

Le 19 octobre 2020	Virtuelle	Oui	
16 novembre 2020	Virtuelle	Oui	
28 et 29 novembre 2020	Yellowknife, en personne	Oui	
7 décembre 2020	Réunion d'organisation	Oui	
18 janvier 2021	Virtuelle	Oui	
15 février 2021	Virtuelle	Oui	
19 avril 2021	Virtuelle	Oui	
17 mai 2021	Virtuelle	Oui	
29 et 30 mai 2021	Yellowknife, en personne	Oui	
21 juin 2021	Virtuelle	23 juin (le 21 juin était férié)	

### E. Profils des écoles

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

<b>Nombre d'écoles dans le district</b>	2	<b>Nombre d'élèves prévus</b>	243
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<b>Nom de l'école</b>	<b>Collectivité</b>	<b>Niveaux offerts</b>	<b>Points saillants des programmes</b>
École Boréale (ÉB)	Hay River	Maternelle à la 12 <sup>e</sup> année	Français langue première Francisation (prématernelle à 4 <sup>e</sup> année) Anglais (3 <sup>e</sup> à 12 <sup>e</sup> année) Éducation physique (prématernelle à 12 <sup>e</sup> année) Musique (primaire) Arts visuels (Secondaire) Technologie (1 <sup>re</sup> à 10 <sup>e</sup> année) Options (4 <sup>e</sup> à 10 <sup>e</sup> année) Entrepreneuriat (12 <sup>e</sup> année)
École Allain St-Cyr (ÉASC)	Yellowknife	Prématernelle à la 12 <sup>e</sup> année	Français langue première Francisation (prématernelle à 4 <sup>e</sup> année) Anglais (3 <sup>e</sup> à 12 <sup>e</sup> année) Éducation physique (prématernelle à 12 <sup>e</sup> année) Art dramatique (primaire et secondaire dans le respect des restrictions liées à la COVID-19) Technologie (1 <sup>re</sup> à 10 <sup>e</sup> année) Options (4 <sup>e</sup> à 10 <sup>e</sup> année) Entrepreneuriat (12 <sup>e</sup> année) Éducation financière (10 <sup>e</sup> et 11 <sup>e</sup> année)

## ***F. Profils des élèves***

L'encadré qui suit donne les caractéristiques générales de la population des élèves de la région : origine ethnique, culture régionale et communauté d'appartenance, programmation scolaire de l'intégration et du 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. **Veillez noter tous les changements prévus aux inscriptions d'élèves induits par la pandémie, y compris la variation du nombre d'élèves faisant l'école à domicile.**

### **Effectif scolaire : 240**

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

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

### **Inclusion :**

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

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

### **Inscriptions :**

98 % des élèves suivront l'école à temps plein

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



### **G. Profils des enseignants**

L'encadré qui suit donne les caractéristiques de la population enseignante, notamment la durée moyenne de service dans la région, le nombre d'enseignants dont c'est la première année, le nombre moyen d'enseignants expérimentés, le nombre d'enseignants de la région ou des TNO, et les problèmes potentiels de recrutement et de rétention. Y sont également indiqués les problèmes anticipés liés à la pandémie.

**Nombre total d'employés à l'AETNO : 28**

**Ancienneté moyenne : 4,9 ans**

**Âge moyen : 41,5 ans**

**Nombre d'enseignants à leur première année : 1**

**Nombre moyen d'enseignants expérimentés : 13**

**Nombre d'enseignants de la région ou des TNO :** Tous nos enseignants sont originaires d'autres provinces et territoires du Canada; cependant, plusieurs d'entre eux résident dans le Nord depuis longtemps (jusqu'à 21 ans).

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

Nous avons dû embaucher une personne capable d'effectuer d'affilée deux remplacements pour congés parentaux. Nous avons décidé d'engager l'enseignante suppléante dès le début de l'année scolaire, soit le 24 août 2020, de façon qu'elle soit en poste au mois de septembre (après la période d'auto-isolément). Nous aurons sûrement besoin de suppléants avant que les remplacements commencent, et cela lui permettra de se familiariser avec l'ampleur de la charge des personnes qu'elle était destinée à remplacer. Tous les organismes scolaires ont un grand besoin d'enseignants suppléants, en raison des restrictions imposées à cause de la COVID-19 et pour les remplacements normaux. Le recrutement de suppléants francophones est complexe, encore plus à Hay River. Comme nous connaissons une énorme pénurie d'enseignants francophones partout au Canada, il sera extrêmement difficile de recruter si nous avons à remplacer un enseignant pendant l'année scolaire. Cette question sera sans aucun doute un gros enjeu pour l'année scolaire 2021-2022.

## 2. Écoles territoriales

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

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

### A. Planification stratégique par organisme scolaire

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

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

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

<p><b>Priorités et buts régionaux (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</b></p>	<p><b>Alphabétisation :</b> La CSFTNO en sera à la cinquième année de sa communauté d'apprentissage professionnelle en alphabétisation. Quatre séquences d'apprentissage réparties tout au long de l'année scolaire seront organisées et coordonnées par notre conseiller pédagogique. Le niveau de lecture de la maternelle à la quatrième année sera consigné et compilé pour en mesurer les progrès.</p> <p><b>Enseignement des mathématiques :</b> La CSFTNO a entamé une revue de son programme de mathématiques en 2019-2020 et compte poursuivre ce travail avec son conseiller de la première à la sixième année. Nous avons établi un calendrier pour l'année scolaire et les modules, y compris ceux concernant les apprentissages essentiels, seront également passés en revue. Cette année, notre objectif était d'achever le travail que nous n'avons pas été en mesure de terminer en raison des fermetures d'écoles en mars 2020, soit la revue des modules restants de la quatrième à la sixième année. Notre conseiller offrira également des séances virtuelles de formation à l'intention des enseignants pour les aider à élaborer les meilleures stratégies d'enseignement des mathématiques au niveau primaire. (IRS) Notre objectif est d'étendre les travaux de notre conseiller jusqu'à la neuvième année.</p> <p><b>Langue et culture :</b> Chaque école a mis sur pied un plan de langue et culture autochtones. Nos écoles se concentreront un</p>
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peu sur l'élément linguistique, mais surtout sur l'élément culturel. Il est recommandé d'effectuer l'apprentissage sur le terrain et nous prévoyons profiter du milieu environnant dans le cadre de notre programme, tout en continuant à respecter les restrictions liées à la COVID-19.

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

**Enseignement personnalisé et inclusif :** Nous profitons du fait que nous comptons peu d'élèves, surtout au secondaire. L'enseignement personnalisé a gagné en popularité, les exigences d'obtention du diplôme dictant la base des cours qu'un élève doit réussir. Lorsque nous disposons de la souplesse nécessaire, nous nous efforçons de mettre en place un programme scolaire qui répond aux besoins et aux souhaits de l'élève. Dans chacune de nos écoles, l'enseignement inclusif est assuré par la composition de groupes LGBTQ2+ animés par des enseignants bénévoles. Nous encourageons également nos élèves à participer aux activités telles que les conférences Rainbow et les programmes FOXY et SMASH.

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

#### **Être et devenir un Téniois compétent**

- 1) Éduquez-vous et devenez ce que vous voulez être – identité personnelle et culturelle;
- 2) Contribuez au bien-être collectif dans ce monde interrelié – offrez la possibilité à chacun de trouver sa place, entraînez les autres afin d'avoir une influence profonde – leadership;
- 3) Négociez le changement et les enjeux – affrontez l'agitation du monde en ayant confiance en votre identité et soyez courageux – pensée critique, écoute, engagement;
- 4) Dégagez des idées et analysez leur complexité – apprenez pour la vie, jugez la valeur et la force des idées, des nouveaux concepts et des occasions qui se présentent – pensée critique;

	<p>5) Interprétez et exprimez le sens – technologie et mondialisme – comprenez les autres et sachez comment bien vivre et prospérer ensemble – compréhension, développement des compétences, connaissance et empathie.</p> <p>Nous avons instauré des environnements qui facilitent la croissance des élèves. L'introspection et l'établissement d'objectifs feront partie du plan d'enseignement de chacun d'eux.</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 cinq priorités communes	100 %	100 %	
Points forts de la région	La CSFTNO a créé un dépôt où conserver les données sur les résultats des élèves. La commission scolaire va continuer à rendre le dépôt plus efficace. Jusqu'à présent, les données collectées nous ont aidés à faire un meilleur suivi avec nos élèves, à connaître leurs forces et leurs difficultés, et à cibler les points à améliorer. Par exemple, nous avons constaté, grâce à notre initiative « L'écriture pour tous » de la 1 <sup>re</sup> à la 5 <sup>e</sup> année, des progrès impressionnants chez les élèves de chaque niveau entre la séance d'écriture de l'automne 2020 et celle du printemps 2021.		
Éléments à améliorer pour la région	Grâce à ces données, il est beaucoup plus facile de repérer les élèves qui ont du retard par rapport au niveau scolaire attendu, et de comprendre comment les aider à combler l'écart décelé (programmes et stratégies pédagogiques) pour qu'ils réussissent. Tous les enseignants ont participé à la correction, puis ont analysé les résultats avec notre conseillère en alphabétisation et en enseignement des mathématiques. Ce fut l'occasion de se préparer pour la prochaine année scolaire, et de préparer la transition des élèves vers de nouveaux enseignants.		
Autres commentaires pour la région (incluant les renseignements	Nous sommes conscients que nos plus jeunes élèves qui ont fait l'expérience de l'apprentissage en ligne entre mars et juin 2020, tout particulièrement ceux		

<p>particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>qui avaient peu de soutien pour l'apprentissage du français à la maison, avaient de plus grandes lacunes à combler que les élèves issus d'un milieu familial francophone. Le manque de structure et le faible taux de présence sur la plateforme en ligne sont aussi des facteurs ayant contribué aux écarts, qui ont dû être comblés dans les derniers mois de l'année scolaire. Les enseignants de la CSFTNO ont fait de leur mieux pour combler ces écarts, mais ceux-ci sont parfois persistants. Les élèves auront besoin de plus de soutien et de temps. Nos élèves plus âgés ont également connu des difficultés dans les matières de base, car nous n'étions pas prêts pour passer à l'enseignement en ligne. Heureusement, nous y étions mieux préparés en mai 2021, lors de la fermeture de l'ÉASC pendant deux semaines. Les enseignants savaient à quoi s'attendre, connaissaient la plateforme et la technologie, donc étaient capables d'explorer diverses méthodes. Cette deuxième fermeture a été beaucoup plus réussie. Les parents ont grandement apprécié le bon déroulement de ces deux semaines.</p>
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## B. Planification des améliorations scolaires

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

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

Approche régionale pour la planification des améliorations scolaires et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Chaque école a soumis son plan d'amélioration en mai 2020, lequel a été transmis au conseil des commissaires. Les restrictions imposées aux écoles dans la lutte contre la COVID-19 les forceront à s'ajuster. Elles devront également porter une grande attention au bien-être mental de leur personnel, des élèves et des familles.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles de la région ayant élaboré un plan d'amélioration en consultation avec la collectivité	100 %	100 %	
Pourcentage d'écoles de la région ayant présenté un plan d'amélioration	100 %	100 %	
Pourcentage d'écoles de la région ayant communiqué au public un plan d'amélioration final	100 %	100 %	

<p>Points forts de la région</p>	<p>Chaque école prépare un plan d'amélioration de l'école qui devra s'arrimer à notre profil de sortie de l'élève et aux priorités de notre plan stratégique (en 2020-2021, alphabétisation, mathématiques et bien-être). Les deux écoles ont recueilli des données et les ont analysées, ont ciblé les lacunes et ont établi leurs priorités par niveau scolaire et pour quelques élèves en particulier. Des stratégies ou pratiques exemplaires à l'échelle de l'école ont été déployées. Notre conseillère en alphabétisation et en enseignement des mathématiques a énormément contribué au succès renouvelé de nos communautés d'apprentissage professionnelles en alphabétisation, et a aussi commencé à travailler avec les enseignants de la 1<sup>re</sup> à la 9<sup>e</sup> année à améliorer la compréhension des attentes communes, le langage et les outils d'évaluation en mathématiques. Le travail est terminé pour la 1<sup>re</sup> à la 6<sup>e</sup> année, et s'étend actuellement de la 7<sup>e</sup> à la 9<sup>e</sup> année.</p>
<p>Éléments à améliorer pour la région</p>	<p>Notre prochain objectif est de continuer à peaufiner nos séquences d'apprentissages en alphabétisation : nous passons de quatre à trois séquences, et ajoutons l'écriture et la communication orale aux trois séquences. En enseignement des mathématiques, notre projet d'IRS portera sur le développement continu des programmes de la 7<sup>e</sup> à la 9<sup>e</sup> année, de même que sur les activités de perfectionnement professionnel directement liées aux méthodes d'enseignement des mathématiques.</p>
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>La pandémie nous a appris qu'il est possible de faire de l'enseignement collaboratif à distance. De plus, de janvier à juin, les enseignants qui souhaitaient créer des communautés d'apprentissage professionnelles pour leur matière se sont rencontrés en personne au moins une fois. Les deux façons de faire sont possibles et efficaces, mais rien ne remplace une rencontre sur deux jours en personne avec ses collègues.</p>

### ***C. Examens annuels des écoles***

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

Les tableaux suivants détaillent les approches régionales adoptées en vue des examens annuels des écoles; il présente également les cibles et indicateurs de rendement régionaux



établis pour l'année scolaire à venir pour ces examens, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale pour la réalisation des examens annuels des écoles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Chaque année, dans les plans d'amélioration, le personnel scolaire étudie la référence établie pour l'année scolaire précédente et fixe des cibles pour l'année scolaire suivante. Chacune de nos écoles a décrit sa référence pour la littératie, la numératie et le bien-être.</p> <p>Cette année, nous déterminerons un modèle d'examen des écoles et mettrons sur pied un projet pilote d'examen officiel pour chacune d'elles en 2021-2022. Le MÉCF s'est également engagé à recommander une méthode cohérente d'exécution de l'examen annuel.</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 %	0 %	Le modèle en cours d'élaboration sera prêt pour l'année scolaire 2021-2022.
Pourcentage d'écoles qui utilisent les programmes scolaires approuvés des TNO pour tous les niveaux et toutes les matières	100 %	100 %	
Points forts de la région	<p>Les directeurs des écoles et la conseillère en alphabétisation et en enseignement des mathématiques ont, dans leur rôle respectif, veillé à ce que les enseignants aient accès aux bons documents et qu'ils comprennent le contenu de la matière selon le niveau scolaire. Nous sommes chanceux de compter dans l'équipe des enseignants qui sont avec nous depuis longtemps, donc qui connaissent bien les documents pédagogiques. Les nouveaux enseignants peuvent suivre une séance d'orientation, et notre conseillère en alphabétisation et en enseignement des mathématiques travaille avec eux pour assurer l'uniformité dans le contenu des matières et des niveaux scolaires.</p>		

<p>Éléments à améliorer pour la région</p>	<p>Dans notre projet d'IRS axé sur les mathématiques, nous voulons travailler sur la définition des apprentissages essentiels et la compréhension de l'influence spiralaire du programme pour chaque niveau.</p> <p>Nous voulons terminer le modèle d'évaluation annuelle et le déployer en 2021-2022.</p>
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

### D. Évaluations du personnel

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

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

<p>Approche régionale pour l'évaluation du personnel (<b>incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19</b>)</p>	<p>Les évaluations du personnel sont effectuées annuellement, conformément aux directives ministérielles. Chaque année, le directeur détermine les enseignants à évaluer et, selon le nombre d'années d'expérience et les activités de chacun, on utilisera l'évaluation officielle ou le plan de développement.</p> <p>Les directeurs sont évalués selon la Directive concernant l'évaluation et le perfectionnement professionnel des directeurs d'école aux Territoires du Nord-Ouest.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
<p>Nombre d'enseignants et d'enseignants de soutien aux programmes (ESP) officiellement évalués pour l'année scolaire</p>	<p>10</p>	<p>8</p>	<p>Un des enseignants a été absent pendant une bonne partie de l'année, puis a donné sa démission. L'évaluation d'un autre enseignant a été reportée pour inclure l'année scolaire 2021-2022, car un congé parental a interrompu le plan initial.</p>
<p>Nombre de directeurs d'école officiellement évalués pour l'année scolaire</p>	<p>2</p>	<p>0</p>	<p>Nous utilisons un modèle de développement. Le surintendant parle tous les jours avec les directeurs. La CSFTNO</p>

			<p>a dressé la liste de responsabilités contenant les attentes envers les membres de la haute direction. Les objectifs sont définis par les directeurs au début de l'année scolaire dans leur plan de développement. Des visites à l'école ont lieu régulièrement. De l'accompagnement est offert en continu. Les directeurs voient leur travail évalué lors d'une rencontre formelle à la mi-année et à la fin de l'année.</p>
<p>Nombre de conseillers en soutien scolaire officiellement évalués pour l'année scolaire</p>	2	0	<p>Nous utilisons un modèle de développement. Le surintendant parle tous les jours avec les conseillers. La CSFTNO a dressé la liste de responsabilités contenant les attentes envers les membres de la haute direction. Les objectifs sont définis par les conseillers au début de l'année scolaire dans leur plan de développement. De l'accompagnement est offert en continu. Les conseillers voient leur travail évalué lors d'une rencontre formelle à la mi-année et à la fin de l'année.</p>

Nombre de directeurs et de directeurs adjoints officiellement évalués pour l'année scolaire	1	0	La CSFTNO prépare l'adoption d'un nouvel outil d'évaluation pour le surintendant.
Points forts de la région	Puisque nous sommes un petit organisme scolaire, nous connaissons bien tous les membres de notre personnel. Nous avons réussi à retenir la plupart de nos enseignants. Notre culture organisationnelle est forte, elle est très appréciée par la majorité.		
Éléments à améliorer pour la région	Nous voulons simplifier l'évaluation et le plan de développement des enseignants, qui représentent actuellement un fardeau pour les directeurs. Nous attendons que le MÉCF teste un nouveau modèle à l'automne, les deux directeurs de la CSFTNO souhaitent y prendre part.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	L'année n'a pas été facile. Il faut reconnaître le travail des directeurs : les écoles et le personnel ont poursuivi leurs activités dans ces conditions. Nous leur levons notre chapeau. D'ailleurs, ils ont même été capables de remplir les rapports d'évaluation des enseignants, longs et exigeants.		

### E. Formation régionale et interne

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

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

<p>Formation régionale et interne et pertinence relativement aux priorités régionales et communes pour l'année scolaire à venir (<b>incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19</b>)</p>	<p><b>Alphabétisation</b> : Continue durant l'année, avec l'aide de notre conseiller pédagogique en littératie et numératie.  <b>Enseignement des mathématiques</b> : Trois séances en août 2020 et formation continue durant l'année, donnée par notre conseiller pédagogique en alphabétisation et enseignement des mathématiques.  <b>Vers le pacifique</b> : Deux séances en août 2020.  <b>Technologie</b> : Enseignement à distance – deux séances en août 2020 pour le personnel du secondaire, avec possibilité de suivre quatre webinaires supplémentaires et une formation à l'interne pour nos chefs de la technologie – étude des modules de formation Google.  <b>Neuroscience – comment les élèves apprennent</b> : Une séance en août 2020, avec possibilité de suivre quatre webinaires supplémentaires.</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 communes	100 %	100 %	
Nombre de jours consacrés à l'administration qui servent à la formation en cours d'emploi	2	2	

Pourcentage du temps de collaboration pour le renforcement des pratiques d'enseignement consacré aux priorités régionales	100 %	100 %	
Nombre d'écoles qui ont mis en œuvre le RPE conformément à la Directive ministérielle	2	2	
Points forts de la région	Le perfectionnement professionnel et la formation en alphabétisation et en enseignement des mathématiques se sont déroulés en continu pendant l'année. Nous avons tenu avec le personnel deux séances de la formation Vers le pacifique en août 2020. Les séances sur la technologie et la neuroscience étaient quant à elles des séances uniques. Après avoir pris connaissance de leur contenu, nous avons invité le personnel à les visionner à leur guise.		
Éléments à améliorer pour la région	On doit offrir la formation Vers le pacifique chaque année pour que les nouveaux enseignants connaissent bien le programme et le livrent adéquatement et efficacement. C'est une routine qui doit s'installer de la prématernelle à la 6 <sup>e</sup> année.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	La pandémie a été rude pour nos élèves et le personnel. Nous envisageons d'ajouter un programme d'apprentissage socioaffectif pour répondre aux objectifs du profil de sortie de l'élève de la CSFTNO.		

### F. Coordonnateurs de l’alphabétisation

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

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

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

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

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

Rôle du coordonnateur de l’alphabétisation régional et pertinence relativement aux priorités régionales et communes pour l’année scolaire à venir (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Notre coordonnateur régional en alphabétisation a déjà commencé à travailler avec les enseignants, dont le rôle est crucial pour la réussite du plan d’amélioration élaboré par nos écoles. Nous implantons le modèle AHE (ambition, harmonisation et exécution). Nous avons établi notre ambition pour l’alphabétisation. Le rôle de notre coordonnateur est de transmettre cette ambition, d’amener les enseignants à la réaliser, de coordonner les activités et les séquences d’apprentissage par le biais de nos communautés d’apprentissage professionnelles afin d’améliorer l’harmonisation entre les écoles et au sein de la CSFTNO et de faire en sorte que les enseignants donnent les leçons et exécutent les activités de manière à atteindre notre cible de littératie. Notre mentor reliera également ce travail à notre Profil de sortie de l’élève et à notre priorité, le développement de la pensée critique.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Plan d'action régional en alphabétisation pour l'année scolaire (oui ou non)	Oui	Oui	
Points forts de la région	La présence à temps plein de la conseillère en alphabétisation pour coordonner les activités des communautés d'apprentissage professionnelles en alphabétisation permet de faire un suivi rigoureux des apprentissages et activités, et de conserver le dynamisme et la pertinence de l'initiative. De plus, la présence de plusieurs enseignants chevronnés ayant une grande connaissance des éléments du programme fait bien avancer les choses. Les enseignants surveillent la structure et le processus, et ont une meilleure compréhension de leur rôle à l'égard des élèves et de leurs besoins d'apprentissage.		
Éléments à améliorer pour la région	Dans les écoles secondaires, le modèle de collaboration des communautés d'apprentissage professionnelles est moins bien structuré quand il est question d'alphabétisation. La distance entre nos deux écoles rend la collaboration plus compliquée. Bien que la technologie nous ait montré qu'il est possible pour les enseignants de travailler conjointement, les rencontres en personne demeurent le moyen le plus efficace de collaborer.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

### G. Bien se nourrir pour mieux apprendre

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

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

<p>Pertinence du programme « Bien se nourrir pour mieux apprendre » relativement aux priorités et stratégies régionales pour la mise en œuvre des programmes (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Chaque école prendra des décisions concernant la saine alimentation, dans le cadre du programme de bien-être. Ces dernières années, la responsabilité du programme était confiée à un membre du personnel. La COVID-19 modifiera notre façon d’exécuter le programme, car elle entraîne des restrictions sur le partage des aliments et sur les aliments communautaires (bols de fruits, plateaux de légumes, etc.). Nous devons plutôt prévoir des portions individuelles et des échantillons.</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	<p>Nous disposons toujours de repas prêts pour répondre aux urgences, ou pour nourrir les élèves qui arrivent à l'école le ventre vide. Nous offrons plusieurs cours de cuisine au secondaire (École Boréale). Les enseignants cuisinent aussi avec les élèves du primaire (École Allain St-Cyr).</p>		

<p>Éléments à améliorer pour la région</p>	<p>Au niveau secondaire, des bols de fruits et légumes sont mis à la disposition des élèves. Nous pourrions préparer des déjeuners une fois par mois (concevoir un menu, puis préparer et servir les repas). Nous pourrions également instaurer un programme de déjeuners, mais il est difficile de bien cibler les besoins.</p>
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>« Étant donné le contexte pandémique, il a fallu nous réinventer. Tout en respectant les consignes de notre plan pour contrer la COVID-19, nous avons été capables de servir des repas à notre personnel. Nous avons animé des ateliers, préparé des collations et organisé des célébrations conformément aux mesures sanitaires. Nous avons acheté des collations santé. Les enseignants étaient tous responsables de leurs activités. »</p>

<p>Nom de l'école</p>	<p>Type de programmes alimentaires offerts dans chaque école <i>(déjeuner, dîner, collations, etc.)</i></p>	<p>Nombre de jours par semaine où le programme est offert dans chaque école <i>(lundi au vendredi)</i></p>	<p>Moyenne d'élèves servis chaque jour</p>	<p>Critères de participation (faible revenu, coûts, gratuit pour tous, etc.)</p>	<p>La livraison du programme s'est-elle faite comme prévu? <i>(oui ou non)</i></p>	<p>Sinon, pourquoi?</p>
<p>ÉB</p>	<p>Collations et dîners selon les besoins</p>	<p>5</p>	<p>78,5</p>	<p>Pour tous</p>	<p>Oui. Nous avons offert des repas pour dépanner les élèves qui n'en avaient pas; des collations santé emballées séparément; et des bouteilles d'eau (un avis d'ébullition à Hay River a duré plus de huit semaines à l'automne et au printemps).</p>	

ÉASC	Collations et dîners selon les besoins	5	164,5	Pour tous	Nous avons organisé des activités sur des sujets précis pour chaque classe (anniversaires, Noël, Pâques, etc.), et avons servi des dîners aux élèves qui n'en avaient pas.	Nous n'avons pas servi de collations tous les jours en raison de la pandémie.
<b>Total</b>		10	243			

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

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

Les tableaux suivants résument la proposition de projet d'IRS; ils présentent également les cibles et indicateurs de rendement régionaux, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, un résumé de la mise en œuvre, les points forts et les points à améliorer.

<p><b>Résumé de la proposition de projet d'IRS</b></p>	<p><b>Enseignement des mathématiques (AHE - ambition, harmonisation et exécution)</b></p> <p>En 2020-2021, nous poursuivrons le travail entamé en 2019-2020 qui a été interrompu par la COVID-19. Nos modules de la première à la troisième année ont été revus et reformatés et sont prêts à être utilisés par les enseignants. Pour la quatrième à la sixième année, certains modèles sont prêts et nous nous attacherons à terminer ceux qui ne le sont pas.</p> <p>Nous avons élaboré un plan permettant la participation des enseignants et notre mentor en alphabétisation et en enseignement des mathématiques dirigera cette importante tâche en collaboration avec notre conseiller.</p> <p>Nous avons décelé la nécessité d'améliorer nos résultats en numératie de la septième à la neuvième année, et après. Nous intégrerons nos enseignants de la septième à la neuvième année dans cette tâche à mesure de l'évolution de l'année scolaire.</p>
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<b>Indicateurs de rendement de l'Initiative pour la réussite scolaire</b>	<b>Cibles régionales</b>	<b>Résultats obtenus</b>	<b>Explication de l'écart (le cas échéant)</b>
Pourcentage du personnel enseignant de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	60 %	60 %	

Pourcentage du personnel de soutien de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	60 %	60 %	
Points forts	<p>La présence à temps plein de la conseillère en alphabétisation et en enseignement des mathématiques a été essentielle pour coordonner notre travail en mathématiques réalisé dans le projet d'IRS. Nous nous sommes servis du modèle des communautés d'apprentissage professionnelles. La participation des enseignants a été remarquable. Nous avons pu réviser tous les modules et les évaluations de la 1<sup>re</sup> à la 6<sup>e</sup> année. Grâce au modèle de collaboration éprouvé des communautés d'apprentissage professionnelles du primaire et secondaire, nous avons élargi le programme aux 7<sup>e</sup>, 8<sup>e</sup> et 9<sup>e</sup> années. Nous avons été chanceux de travailler avec un consultant francophone qui nous a guidés dans tous les aspects du projet. Aux niveaux primaire et élémentaire, nous avons exploré plusieurs stratégies pédagogiques touchant la résolution de problèmes. Les fruits de ce travail formeront la base de notre projet d'IRS pour l'année scolaire 2021-2022 et les suivantes.</p>		
Domaines de développement	<p>Le modèle des communautés d'apprentissage professionnelles au niveau intermédiaire est en cours d'élaboration. Le cycle de planification sera terminé d'ici la fin de l'année scolaire de façon à intégrer ce travail dans notre projet d'IRS 2021-2022. Aux niveaux primaire et élémentaire, la prochaine étape consiste à faire une meilleure analyse et à utiliser les données de cette année pour alimenter notre travail. La résolution de problèmes est notre priorité, nous accordons beaucoup d'attention à établir des attentes partagées et une langue commune pour les élèves. Malgré l'utilisation accrue de la technologie, notamment dans les communautés d'apprentissages professionnelles, la distance entre les deux écoles demeure un obstacle. Ceci est d'autant plus vrai au niveau intermédiaire où il serait avantageux de se rencontrer en personne.</p>		
Autres commentaires			

Nom du projet d'IRS	Calendrier prévu de mise en œuvre	La mise en œuvre du projet d'IRS s'est-elle déroulée comme prévu? <i>(oui ou non)</i>	Sinon, pourquoi?
Enseignement des mathématiques (AHE)	Août 2020 à juin 2022	Oui	

## I. Plans de sécurité des écoles

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

Voici le cycle actuel :

2020-2021	2021-2022	2022-2023
CSDBD CSDSS	CSFTNO CSDD CSDS	ASCT YK1 ÉCY ASDD ASDN

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

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles qui ont un plan de sécurité complet pour l'année scolaire	100 %	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	L'école réussit à régler rapidement les situations complexes. Le plan d'évacuation est bien compris et respecté. On le distribue au début de chaque année. L'inspection annuelle par le service d'incendie montre que nous satisfaisons à toutes les exigences. La communication avec le ministère de l'Infrastructure est excellente, ce qui nous permet de répondre aux nouveaux besoins dans de brefs délais. Les rapports d'accident ont tous été remplis conformément à la loi. Six membres du personnel ont suivi une formation en		

	secourisme. Notre manuel sur les matières dangereuses est à jour.
Éléments à améliorer pour la région	Nous devrions faire plus d'exercices d'évacuation. Nous pourrions offrir plus de formation au concierge sur les produits de nettoyage et la sécurité, par exemple, dans l'utilisation des échelles ou des produits de nettoyage. Nous devrions revoir une règle de sécurité par mois.
Autres commentaires	



### J. Programme de promotion des relations saines

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

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

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

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

Pourcentage des écoles avec des élèves de la 4 <sup>e</sup> à la 6 <sup>e</sup> année offrant le programme MENTOR. ( <i>Vers le pacifique</i> )	100 %	100 %	
Pourcentage des écoles avec des élèves de la 7 <sup>e</sup> à la 9 <sup>e</sup> année offrant le programme Quatrième R	100 %	50 %	À l'ÉASC, un membre du personnel enseignant a été remplacé après plusieurs semaines d'absence. L'information sur la formation en ligne a été diffusée trop tard.
Pourcentage des écoles avec des élèves de la 10 <sup>e</sup> à la 11 <sup>e</sup> année offrant le programme Quatrième R sur les relations saines Plus	100 %	100 %	
Points forts de la région	<i>Vers le pacifique</i> a été très apprécié à l'ÉASC. Les élèves connaissent les stratégies et outils de mieux en mieux chaque année. Nous entendons de plus en plus le vocabulaire de ce langage dans l'école.		
Éléments à améliorer pour la région	Nous rencontrons toujours des difficultés avec le Quatrième R. Le roulement de personnel que l'on connaît depuis quelques années nuit à la formation.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Programmes de promotion des relations saines qui se fondent sur les données	ÉB	100 %	100 %	

probantes, y compris Vers le pacifique, Quatrième R et Quatrième R Plus, et les différents niveaux scolaires ( <i>le cas échéant</i> )	ÉASC	100 %	100 %	
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### K. Enseignement d'une langue seconde

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

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

Nom de l'école	Langue seconde (chipewyan, cri, anglais, français, gwich'in, inuinnaqtun, inuktitut, inuvialuktun, esclave du Nord, esclave du Sud ou t̄ich̄o)	Type d'enseignement en LS (programme élémentaire, intensif ou immersion)	Niveaux (par type de programme)	Pourcentage d'élèves inscrits (par type de programme)	Fréquence du programme de LS (minutes par semaine)	Fréquence réelle du cours de LS (minutes par semaine)	Explication de l'écart (le cas échéant)
ÉB	Anglais	Régulier avec 10-1 20-1 30-1	3 <sup>e</sup> à 12 <sup>e</sup> année	100 %	3 <sup>e</sup> à 6 <sup>e</sup> année 240 7 <sup>e</sup> à 9 <sup>e</sup> année 204 10 <sup>e</sup> année 321 11 <sup>e</sup> et 12 <sup>e</sup> année 386	3 <sup>e</sup> à 6 <sup>e</sup> année 240 7 <sup>e</sup> à 9 <sup>e</sup> année 206 10 <sup>e</sup> année 327 11 <sup>e</sup> et 12 <sup>e</sup> année 331	Il y a eu quelques petits changements dans l'horaire.
ÉASC	Anglais	Régulier dont 10-1 20-1 30-1	3 <sup>e</sup> à 12 <sup>e</sup> année	100 %	3 <sup>e</sup> à 6 <sup>e</sup> année 280 7 <sup>e</sup> à 9 <sup>e</sup> année 320 10 <sup>e</sup> à 12 <sup>e</sup> année 350	3 <sup>e</sup> à 6 <sup>e</sup> année 280 7 <sup>e</sup> à 9 <sup>e</sup> année 320 10 <sup>e</sup> à 12 <sup>e</sup> année 350	

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

## 2. Intégration scolaire

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

### A. Coordonnateurs régionaux de l'intégration scolaire

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

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

Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
1,0	1,0		1,0	

### ***B. Enseignants de soutien aux programmes***

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

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

<b>Nom de l'école</b>	<b>Alloué (AP)</b>	<b>Prévu (AP)</b>	<b>Explication de l'écart (le cas échéant)</b>	<b>Réel (AP)</b>	<b>Explication de l'écart (le cas échéant)</b>
ÉB	1,00	1,00		1,00	
ÉASC	1,26	1,00	Il est difficile d'embaucher un ESP à 0,26 AP. Nous allons réévaluer la situation pour l'année scolaire 2021-2022, puisque le nombre d'élèves au secondaire étant en hausse, les besoins augmenteront.	1,00	
<b>Total</b>	<b>2,26</b>	<b>2,00</b>		<b>2,00</b>	

### C. Aides-enseignants

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

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

Nom de l'école	Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
ÉB	1,32	1	On a décidé d'investir le 0,17 PA restant à l'ÉASC pour mieux répondre aux besoins d'un plus grand nombre d'élèves. Nous évaluerons les besoins et apporterons les correctifs nécessaires. Nous avons reporté des fonds de l'année 2019-2020 et allons embaucher un autre aide-enseignant à 0,5 AP en novembre.	1	
ÉASC	2,33	2,5		2,5	
<b>Total</b>	<b>3,65</b>	<b>3,5</b>		<b>3,5</b>	

### D. Intégration scolaire – Perfectionnement du personnel

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

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

Alloué (\$)	Prévu (\$)	Explication de l’écart (le cas échéant)	Réel (\$)	Explication de l’écart (le cas échéant)
23 460	23 460		14 508	

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

Type de formation	Public cible (ESP/éducateurs/aides-enseignants/directeurs)	Sujet prévu	Date et lieu	Tenu comme prévu? (oui ou non)	Sinon, pourquoi?
Séances Zoom d’autorégulation avec l’ergothérapeute, Melissa Croskery	ERPS, éducateurs, aides-enseignants, directeurs	Autorégulation et le cerveau	À déterminer	Oui	
Séances Zoom sur le développement du langage pour les enseignants et les aides-enseignants avec l’orthophoniste, Carrie Jensen	Éducateurs, aides-enseignants	Développement du langage à l’enfance	À déterminer	Oui	
Formation numérique du programme Nos enfants et le stress 1 <sup>re</sup> à	Aides-enseignants	Stress et anxiété	Septembre 2020, ÉASC et Boréale	Oui	



<p>6<sup>e</sup> année (6 à 12 ans) – Guide 1<sup>re</sup> à 3<sup>e</sup> année – Fondation de psychologie du Canada</p>					
<p>Colloque : La pratique orthopédagogique à l’heure de la recherche de l’Association des orthopédagogues du Québec.</p>	<p>ESP</p>	<p>Sujets variés liés au soutien individualisé</p>	<p>En ligne, du 28 au 30 octobre</p>	<p>Oui</p>	

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

<p>Approche régionale du perfectionnement professionnel de l'intégration scolaire et concordance avec les priorités régionales et communes pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>À cause de la COVID-19, la majeure partie de la formation sera donnée par notre personnel régional, par le coordonnateur régional de l'intégration scolaire et par les ESP ou s'effectuera virtuellement. Nous devons également mieux évaluer les besoins de chaque élève, en particulier sur le plan de la santé mentale. Quand une école compte un conseiller en soins à l'enfance et à la jeunesse, son expertise est recherchée pour accroître le nombre et la variété des activités de perfectionnement professionnel sur les problèmes de santé mentale et le bien-être. Par souci de continuité, nous chercherons des formats différents pour continuer notre travail avec notre ergothérapeute-conseil du Yukon (autorégulation) et avec un orthophoniste pour le perfectionnement langagier. Nous déterminerons également comment poursuivre notre partenariat avec le département d'orthophonie de l'Université Laurentienne, dont les étudiants en deuxième année de maîtrise effectuent leur stage dans nos écoles.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
<p>Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur la préparation et la mise en œuvre de plans d'enseignement individualisé (PEI)</p>	<p>100 %</p>	<p>100 %</p>	<p>Nous offrons la formation en PEI seulement aux enseignants qui ont des élèves avec un PSÉ. Trois élèves ont un PSÉ à la CSFTNO cette année.</p>
<p>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)</p>	<p>100 %</p>	<p>100 %</p>	
<p>Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur l'utilisation de stratégies flexibles</p>	<p>100 %</p>	<p>100 %</p>	<p>Chaque année, la majeure partie de la formation sur l'inclusion dans nos écoles est donnée</p>

			aux nouveaux enseignants. L'année dernière a été marquée par un roulement de personnel élevé, c'est pourquoi nous avons décidé qu'il serait capital d'accorder plus de temps aux nouveaux pour les former sur la notion d'inclusion dans le territoire. Concrètement, les ESP et le coordonnateur régional de l'intégration scolaire ont passé plus de temps à concevoir et peaufiner des 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 scolaire	100 %	100 %	
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 %	

<p>Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur les technologies d'assistance</p>	<p>100 %</p>	<p>100 %</p>	<p>Les outils technologiques à la CSFTNO ne sont pas les mêmes que dans le système anglophone. Nous devons donc nous tenir à jour continuellement. Les enseignants d'expérience connaissent bien les systèmes technologiques. Ils servent de mentors à ceux qui sont moins expérimentés. Voilà pourquoi ces derniers ne reçoivent pas de formation officielle chaque année. Nous nous concentrons plutôt sur les nouveaux enseignants. Pour remédier aux écarts, nous aimerions faire une révision générale avec tous les enseignants.</p>
<p>Points forts de la région</p>	<p>Les liens que nous avons tissés l'an dernier avec les professionnels de la santé du Yukon et les orthophonistes et ergothérapeutes de l'Alberta continuent à dynamiser le perfectionnement professionnel en français. Nous observons des résultats concrets chez les élèves.</p>		
<p>Éléments à améliorer pour la région</p>	<p>Nous voulons travailler sur un modèle de perfectionnement professionnel sur l'inclusion qui garantirait aux nouveaux enseignants l'accès la formation nécessaire dans l'année. Il faudrait aussi attribuer une plage horaire aux séances de formation regroupant les équipes des deux écoles.</p>		

Autres commentaires ou demandes pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	
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Le tableau suivant détaille l'expertise ou les services d'intégration scolaire retenus pour mener à bien les initiatives de perfectionnement professionnel et de développement des capacités, notamment le nom de l'agent contractuel, le type de service, la raison expliquant le recours au service, l'école ou les écoles où l'agent contractuel a travaillé, et la durée du contrat attribué pendant l'année scolaire (les membres de l'équipe de soutien territoriale du MÉCF ne sont pas visés).

Nom de l'agent contractuel	Type de service	Raison du service	École(s) touchée(s) par le service	Durée du contrat	Total (\$)
Carrie Jansen	Orthophoniste	Séances de formation sur le développement du langage avec parents, enseignants et aides-enseignants		Septembre 2020 à juin 2021	11 760

### E. Technologies d'assistance

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

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

Alloué (\$)	Réel (\$)	Matériel d'assistance technique réellement acheté	Total de l'allocation (excédent ou déficit) [\$]
<b>29 406,00</b>	12,54	Divers achats	<b>10 121,42</b>
	673,20	CALCULATRICES – IS EASC	
	673,20	CALCULATRICES – IS EB	
	106,58	COQUES POUR IPAD	
	53,29	COQUES POUR IPAD	
	329,90	ÉCOUTEURS POUR ENFANTS	
	55,04	CÂBLES RÉPARTITEURS POUR ÉCOUTEURS	
	21,99	ÉTUIS POUR IPAD « PROCASE »	
	39,98	COQUES POUR IPAD	
	2 919,00	SCANNER DE DOCUMENTS	
	314,95	SENNEHEISER PXC 550 BR	
	37,99	HOUSSE DE PROTECTION	
	282,45	CAMÉRA DE NUMÉRISATION	
	374,87	MATÉRIEL INFORMATIQUE – ÉASC	
	59,98	MATÉRIEL INFORMATIQUE – ÉASC	
	374,87	MATÉRIEL INFORMATIQUE – ÉB	
	59,98	MATÉRIEL INFORMATIQUE – ÉB	
	71,97	COQUES POUR IPAD	
	105,00	CÂBLES RÉPARTITEURS POUR ÉCOUTEURS	

	399,90	ÉCOUTEURS AVEC FIL	L'excédent de 693,42 \$ couvre les achats plus nombreux que prévu pour 2020-2021.
	5,76	APPLICATION PROGRAMME	
	5,76	APPLICATION PROGRAMME	
	453,60	1 IPAD 10,2 po	
	208,95	APPLE TV TOTALMOUNT PRO	
	41,95	ACCÈS À APPLE TV TOTALMOUNT PRO	
	453,60	TABLETTES – ÉASC	
	453,60	TABLETTES – ÉB	
	38,84	ACCESSOIRES INFORMATIQUES	
	3,66	ABONNEMENT MENSUEL CONTES ET HIST	
	3,66	ABONNEMENT MENSUEL CONTES ET HIST	
	3,66	ABONNEMENT MENSUEL CONTES ET HIST	
	3,66	ABONNEMENT MENSUEL CONTES ET HIST	
	12,36	AUDIOBOOK LE SUMO QUI NE...	
	12,36	AUDIOBOOK LE SUMO QUI NE...	
	12,36	AUDIOBOOK LE SUMO QUI NE...	
	14,95	ABONNEMENT AUDIOBOOK	
	14,95	ABONNEMENT AUDIOBOOK	
	14,95	ABONNEMENT AUDIOBOOK	
	14,95	ABONNEMENT AUDIOBOOK	
	14,95	ABONNEMENT AUDIOBOOK	
	14,95	ABONNEMENT AUDIOBOOK	
	14,95	ABONNEMENT AUDIOBOOK	
	14,95	ABONNEMENT AUDIOBOOK	

14,95	ABONNEMENT AUDIOBOOK
14,95	ABONNEMENT AUDIOBOOK
9,47	ABONNEMENT MENSUEL – CSFTNO – R
9,47	ABONNEMENT MENSUEL – CSFTNO – R
5,48	ABONNEMENT MENSUEL – CSFTNO – R
5,48	ABONNEMENT MENSUEL – CSFTNO – R
88,81	LIVRES
52,45	LIVRES
6,00	FRAIS DE SCE 1 TITRE
2 449,98	ACHAT ET INSTALLATION CLASSE TÉLÉ
1 869,98	SONY 75 PO ET SUPPORT MURAL
73,45	COQUES POUR IPAD
9,44	LIVRE NUMÉRIQUE LA ROUTE
9,44	LIVRE NUMÉRIQUE ROUGE POISON
3 945,00	PHONAK ROGER
3 945,00	PHONAK ROGER
250,00	RENOUVELLEMENT D'ABONNEMENT –
250,00	RENOUVELLEMENT D'ABONNEMENT –
199,99	CALCULATRICE GRAPHIQUE
46,20	LIVRES NUMERIQUES IS-EASC
29,00	DIVERS ACHATS IS
399,98	CALCULATRICES
885,30	DIVERS ACHATS IS
1 024,20	DIVERS ACHATS IS



	374,15	DIVERS ACHATS IS
	199,99	CASQUES ANTI-BRUIT CSF
	199,99	CASQUES ANTI-BRUIT PST ÉASC
	34,99	CHARGEUR POUR TÉLÉPHONES ÉLÈVES ÉB
	1 811,96	IPAD ÉASC – MATHIEU
	905,98	IS ACHAT DE 2 IPADS ÉB
	1 358,97	IS ACHAT DE 3 IPADS ÉASC
	69,83	AB NETHMATH ÉB 7 ÉLÈVES
	1 045,00	NETMATH PROG ÉTUDES ÉASC 110 E
	617,50	NETMATH PROG ÉTUDES ÉB
	1 397,98	FOURNITURE INFORMATIQUE
	891,95	LENOVO IDEAPAD 3 15
	811,97	MATERIEL INFORMATIQUE ÉB – MAT
	419,18	TEXTHELP INC. ABT ÉASC
	242,32	TEXTHELP INC. ABT ÉB
	1 511,40	CALCULATRICES TI-84 CE TPK
	720,40	CALCULATRICES TI-84+ CE GRAPHIQUES
	1 511,40	CALCULATRICES TI-84+ CE TPK 10
	34,59	FRAIS EXPÉDITION 10 CALCULATRICES
	51,89	FRAIS EXPÉDITION 15 CALCULATRICES
	558,60	TABOURETS « BUDDY »
	181,65	LOGICIEL TECHNOLOGIE ÉASC
	181,65	LOGICIEL TECHNOLOGIE ÉB
	<b>39 527,42</b>	

### ***F. Guérison et aide psychologique***

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

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

<b>Nom de l'école</b>	<b>Alloué (\$)</b>	<b>Prévu (\$)</b>	<b>Explication de l'écart (le cas échéant)</b>	<b>Réel (\$)</b>	<b>Explication de l'écart (le cas échéant)</b>
ÉB	16 459	16 459		15 817	
ÉASC	19 160	19 160		20 368	
<b>Total</b>	<b>35 619</b>	<b>35 619</b>		<b>36 185</b>	

### G. Harmonisation du soutien aux élèves

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

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

<p>Approche régionale visant à harmoniser le soutien aux élèves avec les objectifs énoncés dans le PSÉ ou le PEI (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> <li>• Tenir une rencontre individuelle en début d'année entre l'ESP et l'enseignant pour présenter tous les PSÉ et PEI (en fonction de la nouvelle classe assignée). S'assurer que les mesures de soutien aux élèves proposées concordent avec les objectifs énoncés dans les plans.</li> <li>• Tenir une rencontre en septembre entre l'ESP et l'enseignant pour revoir et adapter les PSÉ et PEI, s'assurer que les mesures de soutien sont réalistes et réalisables, et qu'elles concordent avec les objectifs énoncés dans les plans.</li> <li>• Tenir une rencontre en janvier entre l'ESP et l'enseignant pour revoir et adapter les PSÉ et PEI, s'assurer que les mesures de soutien sont toujours appropriées et qu'elles concordent avec les objectifs énoncés dans les plans.</li> <li>• Organiser des séances de mentorat avec des enseignants sélectionnés pour que l'ESP vérifie que les mesures de soutien aux élèves concordent bien avec les objectifs énoncés dans les plans.</li> </ul>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
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	100 %	100 %	

Pourcentage de temps de soutien offert sous forme de tutorat individuel ou en petits groupes	100 %	100 %	
Nombre d'élèves incapables d'intégrer le cadre d'apprentissage commun de la collectivité où ils résident	0 %	0 %	
Pourcentage d'enseignants utilisant les profils de classes (évaluations des classes) dans leur planification de cours	100 %	30 %	Nous avons l'intention d'établir le profil de la majorité des classes en 2021-2022. Il faut noter que bon nombre de nos cohortes restent les mêmes, et que l'information sur les élèves est transmise lors des rencontres de transition en juin. Nous avons aussi produit un document, le « bilan des plans », pour nous aider à suivre les progrès des élèves et communiquer ces informations aux personnes concernées.
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'ESP par téléphone ou vidéoconférence	5	5	
Nombre de fois par an où le coordonnateur régional de l'intégration scolaire rencontre l'ESP en personne	20	20	

Points forts de la région	Les ESP des deux écoles sont en poste depuis deux ans maintenant. Ils communiquent régulièrement avec le coordonnateur régional de l'intégration scolaire. Leur collaboration est efficace, ce qui pose de solides bases pour leur travail sur l'inclusion des élèves. Ils ont des discussions sur des sujets précis en lien avec la racine des problèmes rencontrés.
Éléments à améliorer pour la région	Nous voulons continuer à créer des occasions de perfectionnement professionnel organisées avec les ESP et le coordonnateur régional de l'intégration scolaire. Leurs connaissances et compétences devraient être transmises de manière plus efficace et ponctuelle pendant l'année. Nous souhaitons organiser des ateliers et des occasions de perfectionnement professionnel pour tout le personnel de nos écoles.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	

### ***H. Stratégies pédagogiques flexibles***

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

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

Approche régionale permettant aux directeurs de créer des conditions favorables pour aider les enseignants à utiliser des stratégies pédagogiques flexibles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Le directeur de chaque école aidera les enseignants et les aides-enseignants à trouver le temps d'intégrer des stratégies pédagogiques flexibles. Il devra prévoir et allouer les ressources en fonction des besoins et organiser des activités de perfectionnement professionnel avec l'aide du coordonnateur régional de l'intégration scolaire.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'enseignants qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes	100 %	100 %	
Pourcentage d'aides-enseignants qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes	100 %	100 %	
Pourcentage 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'aides-enseignants qui pourront voir l'enseignant de soutien aux programmes au moins une fois par mois	100 %	100 %	
Pourcentage d'aides-enseignants qui planifient des rencontres régulières avec le ou les enseignants avec qui ils travaillent	100 %	100 %	
Pourcentage d'écoles 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	Les équipes scolaires sont dynamiques, elles cherchent constamment à s'améliorer. Elles sont ouvertes au changement et aux nouvelles stratégies pédagogiques. Un calendrier de rencontres de collaboration a été établi au début de l'année scolaire afin de cibler les besoins des enseignants.		

<p>Éléments à améliorer pour la région</p>	<p>Nous voulons libérer plus de temps pour les ESP afin qu'ils fassent un suivi avec les élèves ayant des besoins complexes, de même que pour les aides-enseignants afin qu'ils revoient certains objectifs précis des élèves et assurent un suivi plus ciblé. Il nous faut continuer à offrir des formations de perfectionnement professionnel aux aides-enseignants et enseignants pour que tous utilisent le même vocabulaire.</p>
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

## I. Équipe de soutien scolaire

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

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

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



Pourcentage des écoles qui conservent une trace écrite des réunions de l'équipe de soutien scolaire	100 %	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui portent sur l'élaboration de stratégies en appui aux titulaires de classe (Peut-on prévoir ou fixer des objectifs pour cette réunion ou les suivantes?)	100 %	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui s'articulent autour de problèmes particuliers	100 %	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui traitent les problèmes systémiques de l'école	100 %	100 %	
Points forts de la région	Comme l'année passée, les enseignants collaborent bien, font preuve d'ouverture, et mettent en pratique les stratégies proposées et les recommandations. Le personnel enseignant et administratif est impliqué dans ce travail, tout le monde y est habitué.		
Éléments à améliorer pour la région	Après la rencontre de l'ESS et le suivi, nous avons convenu que l'ESP et le directeur doivent faire un meilleur suivi pour que les propositions qui servent à valider l'efficacité des programmes vis-à-vis des élèves soient mises en place.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Veuillez préciser la fréquence et la durée des rencontres prévues de l'équipe de soutien scolaire pour chaque école (mois, minutes)	ÉB	mensuelles (120 min)	10 rencontres (une par mois, de 120 à 150 min)	
	ÉASC	Mensuelles (1 à 2 fois)	10 rencontres (une par mois, de 120 à 150 min)	

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

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

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

<p>Approche régionale de révision et de mise à jour des PSÉ et PEI en consultation avec les parents, les élèves, l'équipe de soutien scolaire, le personnel de l'organisme scolaire et d'autres professionnels, le cas échéant (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> <li>• Tous les plans sont établis avant le début de l'année scolaire en août, à partir des dossiers de l'année précédente</li> <li>• En septembre, les ESP rencontrent chaque enseignant pour revoir les plans de toutes les classes.</li> <li>• 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.</li> <li>• En septembre, chaque plan est envoyé aux parents, accompagné d'une lettre leur demandant de communiquer avec l'enseignant ou avec l'ESP s'ils pensent que des changements doivent y être apportés.</li> </ul>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
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 participant 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>Une fois de plus cette année, nos ESP qualifiés et motivés ont créé des plans personnalisés qui ont été révisés avec soin par tous les membres de l'équipe scolaire. Les enseignants sont eux aussi très impliqués dans les plans de soutien à l'élève; ils les intègrent bien dans les classes. Les ESP et le coordonnateur régional de l'intégration scolaire font un suivi rigoureux. Tous font preuve d'un souci du détail, de la cohérence et du travail bien fait.</p>		
Éléments à améliorer pour la région	<p>À l'instar des années passées, nous concentrons de plus en plus nos efforts sur les nouveaux enseignants qui ont davantage besoin de recevoir de la formation pour bien comprendre les objectifs des élèves et les plans, ainsi que pour saisir l'importance du suivi durant l'année. Il est parfois difficile pour des (nouveaux) enseignants d'adapter leurs méthodes aux plans de soutien à l'élève. Nous voulons leur fournir des modèles, et continuer à travailler conjointement avec les ESP et les enseignants.</p>		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

### K. Activités des ESP

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

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

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

<p>Approche régionale permettant aux ESP d'organiser le plus possible leur temps en fonction des priorités établies à cet égard (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> <li>• Rencontre en personne au début de l'année avec tous les ESP pour discuter des attentes dans l'organisation du temps.</li> <li>• Transmettre la description des tâches d'un ESP présenté dans <i>Exploring Inclusive Pedagogies</i> (Schnellert, L., février 2019, p. 22).</li> <li>• À chaque rencontre, les coordonnateurs régionaux de l'intégration scolaire et les ESP abordent la question de l'organisation du temps et des horaires.</li> <li>• Les horaires sont transmis au coordonnateur régional de l'intégration scolaire via Google Drive.</li> </ul>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
<p>Pourcentage d'ESP qui consacrent effectivement 60 % de leur temps à des activités qui aident directement les enseignants</p> <p>± 40 %</p>	<p>100 %</p>	<p>60 %</p>	
<p>Pourcentage d'ESP qui consacrent effectivement 25 % de leur temps à des activités qui aident directement les élèves</p> <p>± 15 %</p>	<p>100 %</p>	<p>60 %</p>	<p>Les obstacles sont les mêmes, il faut plus de temps pour travailler individuellement avec les élèves ayant des besoins complexes.</p>

<p>Pourcentage d'ESP qui ne consacrent pas plus de 15 % de leur temps aux tâches de planification et d'organisation</p> <p>± 40 %</p>	<p>100 %</p>	<p>0 %</p>	<p>On consacre beaucoup de temps aux dossiers au début et à la fin de l'année scolaire. La charge de travail administratif est directement liée aux priorités de l'administration de l'école.</p>
<p>Points forts de la région</p>	<p>Nous observons beaucoup de souplesse et de collaboration. Les ESP sont expérimentés et ont un bon bagage professionnel.</p>		
<p>Éléments à améliorer pour la région</p>	<p>Nous le disons chaque année, mais l'aménagement des horaires de travail des ESP est parfois irréaliste par rapport aux besoins concrets.</p>		
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>			

### 3. Éducation et langues autochtones

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

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

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

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

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

## B. Éducation autochtone

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

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

Nom de l'école	Alloué (\$)	Prévu (\$)	Explication de l'écart (le cas échéant)	Obtenu (\$)	Explication de l'écart (le cas échéant)	Financement par un tiers (\$) et source (le cas échéant)
ÉB	32 700	32 700		34 718		Emmenez un enfant pratiquer le piégeage (8 000)
ÉASC	30 300	30 300		26 052		
<b>Total</b>	<b>63 000</b>	<b>63 000</b>		<b>60 770</b>		

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

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

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

<p>Approche régionale visant à bâtir la relation entre l'école et la communauté, pour toutes les écoles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Les écoles de la CSFTNO, qui se trouvent dans deux communautés extrêmement différentes, Yellowknife et Hay River, ont des relations de travail très différentes avec les groupes autochtones locaux.</p> <p>La CSFTNO et ses écoles continueront à établir de telles relations en 2020-2021, au meilleur de leurs possibilités, tout en gardant en tête la sécurité des aînés dans le contexte de la COVID-19.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles ayant un comité sur l'éducation et les langues autochtones	100 %	100 %	



<p>Pourcentage d'écoles ayant un programme de présence régulière des aînés dans les écoles</p>	<p>0 %</p>	<p>0 %</p>	
<p>Pourcentage d'écoles organisant des rassemblements communautaires enracinés dans les cultures locales</p>	<p>0 % à cause de la COVID-19</p>	<p>0 %</p>	
<p>Points forts de la région</p>	<p>L'ÉASC de Yellowknife a élaboré un plan d'action annuel visant à consolider les relations communautaires. Ainsi, plusieurs activités et programmes ont été réalisés en collaboration avec les personnes et les organisations de la communauté. Par exemple, l'apprentissage de jeux autochtones a été possible grâce au Cercle sportif autochtone des TNO. Un aîné de la collectivité a animé des ateliers de confection de mocassins et de préparation de la bannique. D'autres membres de la collectivité ont été invités à animer des ateliers sur le poisson, l'art déné, la pêche traditionnelle, etc., auprès des élèves.</p> <p>À Hay River, l'ÉB a établi des relations avec la Première Nation K'atl'odeeche et avec l'Alliance Métis. Les ressources humaines, les sites et les aînés sont bien plus facilement accessibles à Hay River qu'à Yellowknife; cependant, des problèmes de communication rendent la planification difficile.</p>		
<p>Éléments à améliorer pour la région</p>	<p>Ambition : continuer à développer des plans annuels où les activités sont plus cohérentes et fluides. Développer des partenariats à long terme avec les groupes autochtones et les aînés pour consolider l'offre d'activités.</p>		
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>La pandémie de COVID-19 a eu un impact négatif sur les relations que nous commençons à bâtir.</p>		

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart <i>(le cas échéant)</i>
S'il y a un aîné résident ou un poste de ressource culturelle à l'école, indiquez le but et la fréquence ( <i>temps partiel ou temps plein</i> )	ÉB	Aucune	Aucuns	
	ÉASC	Aucune	Aucuns	
Type d'événements ou de projets faisant participer les ressources culturelles par niveau scolaire	ÉB	Camps culturels (3 <sup>e</sup> à la 9 <sup>e</sup> année); sports arctiques (prématernelle à la 6 <sup>e</sup> année), atelier de fabrication de tambours (9 <sup>e</sup> année); création de livres d'histoire (5 <sup>e</sup> à la 8 <sup>e</sup> année)	Champs culturels (prématernelle à la 9 <sup>e</sup> année); sports aquatiques (prématernelle à la 10 <sup>e</sup> année); atelier de fabrication de tambours (9 <sup>e</sup> année); atelier de fabrication de mitaines en fourrure de castor (10 <sup>e</sup> et 11 <sup>e</sup> année); options de cours à l'extérieur (7 <sup>e</sup> à la 9 <sup>e</sup> année).	Disponibilité variable des aînés et des spécialistes en culture cette année.
	ÉASC		Bush Kids (5 <sup>e</sup> et 6 <sup>e</sup> année); atelier de fabrication de mocassins (7 <sup>e</sup> et 8 <sup>e</sup> année); ateliers sur les types et la	

			découpe de poisson (maternelle, à la 4 <sup>e</sup> année); art Dené (1 <sup>re</sup> à la 4 <sup>e</sup> année, 7 <sup>e</sup> et 8 <sup>e</sup> année)	
Type et fréquence des rassemblements école-communauté (soirées pour la famille, fêtes, etc.) organisés afin de bâtir la relation entre l'école et la communauté	ÉB	Pas d'activités à intérieur tant que les restrictions COVID-19 ne sont pas réduites ou levées. Activités extérieures à déterminer. Diffusion communautaire par Radio-Boréale en ligne.	Diffusion communautaire par Radio-Boréale en ligne (19 épisodes). Cérémonie de remise des diplômes à l'extérieur; deux concerts diffusés en direct sur Facebook.	
	ÉASC	En cours d'année, le plan est devenu plus concret et ces activités ont pu avoir lieu.	Semaine des activités autochtones (8 au 11 mars) :  Cérémonie d'ouverture : tambours et chants autochtones, histoires et légendes autochtones sous la tente, jeux autochtones, camps de pêche.	

Nombre de buts atteints dans le plan pour l'éducation et les langues autochtones	ÉB	6	3 buts atteints sur 6; 1 but en cours de réalisation; 2 buts non encore atteints	Le recrutement d'aînés et de spécialistes en culture s'est avéré difficile, surtout pendant la première moitié de l'année scolaire.
	ÉASC	7	6 buts atteints sur 7 et 1 but non encore atteint	Nous avons réalisé des activités pour atteindre chaque but. À cause d'un manque de ressources, le but relatif aux langues autochtones n'a pas encore pu être développé.

### ***D. Consolider la formation des éducateurs du Nord***

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

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

<p>Approche régionale pour consolider la formation des éducateurs du Nord (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Conformément à la directive, les membres du personnel de la CSFTNO assisteront à deux journées d'orientation culturelle; la première aura lieu au début de l'année scolaire et l'autre, en milieu d'année.</p> <p>Avec l'aide du personnel du Secrétariat de l'éducation et des langues autochtones, nous offrirons des ateliers et ferons des visites ponctuelles pour de la formation sur place.</p> <p>Les enseignants de la CSFTNO continueront à intégrer le programme Dene Kede à leurs leçons.</p> <p>La CSFTNO invite tous les nouveaux enseignants du Nord à prendre part à la Conférence pour enseignants nouvellement arrivés aux TNO en août 2019.</p> <p>Plusieurs enseignants de l'ÉASC ont participé à une série d'ateliers sur l'intégration du Dene Kede dans les programmes d'enseignement. Ces ateliers ont été donnés par des employées du Secrétariat de l'éducation et des langues autochtones du ministère de l'Éducation, de la Culture et de l'Emploi.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles offrant des cours de langues autochtones et du soutien à tous les membres du personnel	0 %	0 %	

Pourcentage des écoles qui organisent des journées d'orientation culturelle pour les enseignants	100 %	100 %	
Type de formation de sensibilisation à la réalité des pensionnats offerte et nombre d'enseignants et de membres du personnel qui y ont participé	Conférence s'adressant aux éducateurs fraîchement arrivés aux TNO : 4 participants	Conférence s'adressant aux éducateurs fraîchement arrivés aux TNO : 4 participants	
Pourcentage des enseignants en langue autochtone qui ont assisté à la formation Nos langues (lorsqu'elle a été offerte)	0 %	0 %	
Points forts de la région	Très bonne planification des Journées d'orientation culturelle – Exercice des couvertures, canotage avec les aînés, etc.		
Éléments à améliorer pour la région	Deux autres cultures au moins sont encore à explorer et à mettre en valeur. La culture francophone doit être valorisée au même titre que la culture autochtone. Il faut trouver l'équilibre entre les deux pour remplir notre mandat d'école francophone partageant des terres ancestrales.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Type d'activités et pourcentage du personnel de l'école ayant participé aux journées d'orientation	ÉASC – Plan d'action annuel élaboré avec tout le personnel	100 %	100 %	

<p>culturelle organisées par l'école, l'administration scolaire de district ou l'organisme d'éducation régional</p>	<p>ÉB – Atelier sur le plan d'action de l'école, Formation de sensibilisation à la réalité des pensionnats et journée sur les terres ancestrales avec des aînés</p>	<p>100 %</p>	<p>100 %</p>	
<p>Nombre de personnes-ressources locales et type de participation aux activités d'orientation culturelle</p>	<p>ÉASC</p>	<p>2</p>	<p>2</p>	<p>À cause de la COVID-19, il était plus difficile d'inviter d'autres personnes de l'extérieur l'école.</p>
	<p>ÉB – À l'intention du personnel : démonstration des compétences et connaissances traditionnelles</p>	<p>3</p>	<p>2</p>	<p>Une fois de plus, il était compliqué d'amener des aînés à prendre part aux activités et formations scolaires.</p>

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

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

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

<p>Approche régionale visant à faire participer toute l'école à l'usage des langues (<b>incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19</b>) (requis en 2021)</p>	<p>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 pendant l'année scolaire afin de discuter de l'approche à privilégier dans nos écoles francophones et des mesures qui leur permettront de se conformer à cette directive d'ici 2021.</p>
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<b>Indicateurs de rendement régionaux</b>	<b>Cibles régionales</b>	<b>Résultats obtenus</b>	<b>Explication de l'écart (le cas échéant)</b>
<p>Pourcentage d'écoles avec des affiches en langue autochtone dans l'école</p>	<p>100 %</p>	<p>100 %</p>	<p>Affichage partiel</p>
<p>Pourcentage d'écoles dotées d'initiatives pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues</p>	<p>100 %</p>	<p>100 %</p>	
<p>Pourcentage d'écoles organisant des activités et événements pour faire la promotion des langues autochtones et en favoriser l'usage et la valorisation</p>	<p>100 %</p>	<p>100 %</p>	



Points forts de la région	Au début de chaque activité, nous honorons les terres sur lesquelles se trouvent nos écoles. Mot de la semaine, expression de la semaine. À l'ÉASC, chaque salle de classe est identifiée par un animal du programme Dene Kede. L'hymne national est joué dans 9 langues autochtones et en français. Salutations en langues dénées.
Éléments à améliorer pour la région	Affichage en développement, il faut en faire plus en ce sens.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Les restrictions imposées par la pandémie ont compliqué l'organisation d'activités et d'événements.

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Initiatives en place pour promouvoir l'approche visant à faire participer toute	ÉB	Mot ou expression du mois; codes QR de signalisation	10 cartes de codes QR en déné zhatié, créées avec des aînés locaux	

<p>l'école à l'usage des langues</p>	<p>ÉASC</p>	<p>Introduction de certaines expressions dénées dans la routine de l'école</p>	<p>L'ÉASC introduit quelques expressions en langue dénée locale dans ses annonces du matin. Les salutations et les remerciements sont faits en langue dénée. Une phrase dénée du mois est répétée chaque jour. Un tirage au sort hebdomadaire est effectué pour récompenser les élèves qui utilisent les mots ou les phrases dénés le plus souvent à l'école.</p>	<p>Aucun de nos employés n'était capable d'enseigner les langues autochtones.</p>
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## F. Adapter les pratiques d'enseignement et d'apprentissage aux cultures autochtones

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

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

<p>Approche régionale visant à adapter les pratiques d'enseignement et d'apprentissage aux cultures autochtones (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) (requis en 2021)</p>	<p>Pour le moment, la CSFTNO souhaite que son personnel augmente sa capacité d'adapter les pratiques d'enseignement et d'apprentissage à la culture autochtone. Certains enseignants ont commencé à organiser des activités comme la cérémonie du cercle de guérison, mais il ne s'agit pas d'une pratique répandue. La CSFTNO demandera l'aide du Secrétariat de l'éducation et des langues autochtones dans ce domaine. Les responsables de l'éducation et des langues autochtones se sont engagés à déterminer les pratiques d'enseignement et d'apprentissage de la culture autochtone auxquelles ils accorderont la priorité et sur lesquelles ils offriront de la formation au personnel.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
<p>Pourcentage des écoles participant au perfectionnement professionnel sur l'adaptation des pratiques d'enseignement et d'apprentissage aux cultures autochtones dans l'école</p>	<p>100 %</p>	<p>100 %</p>	
<p>Pourcentage d'écoles ayant intégré les façons de faire autochtones à l'enseignement et à l'apprentissage</p>	<p>100 %</p>	<p>100 %</p>	

(spirales, holistiques, expérientielle, relationnelles)			
Points forts de la région	Les enseignants au primaire et au secondaire sont mieux disposés à intégrer le programme Dene Kede à leurs matières et leçons. Avec le soutien du personnel du Secrétariat de l'éducation et des langues autochtones, chaque école a développé un plan qui intègre ces enseignements.		
Éléments à améliorer pour la région	Le programme Dene Kede n'est plus enseigné après la 9 <sup>e</sup> année. Par la suite, les élèves du secondaire suivent le programme Études nordiques 10. En raison du haut taux de roulement chez les enseignants, il est difficile d'assurer leur formation continue afin qu'ils intègrent le programme Dene Kede dans leurs enseignements.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Type et fréquence du perfectionnement professionnel connexe ainsi que de la planification de l'application de l'enseignement et de l'apprentissage autochtone dans chaque école (holistiques, relationnelles, spirales et expérientielles)	ÉB	2 journées d'orientation culturelle	2 journées d'orientation culturelle	
	ÉASC	2 journées d'orientation culturelle	2 journées d'orientation culturelle Programme Bush Kids pour les enseignants de 5 <sup>e</sup> et 6 <sup>e</sup> année	

			Programme Dene Kede pour tout le personnel	
Type d'activités portant sur l'adaptation aux cultures autochtone et les pratiques pédagogiques mises en œuvre dans chaque école	ÉB	Utilisation des trousseaux d'apprentissage et d'artefacts du Centre du patrimoine septentrional Prince-de-Galles; utilisation de chansons dénées du site Web sur l'éducation et les langues autochtones; cercles à visée réparatrice	Utilisation des trousseaux d'apprentissage et d'artefacts du Centre du patrimoine septentrional Prince-de-Galles; utilisation de chansons dénées du site Web sur l'éducation et les langues autochtones; cercles à visée réparatrice	
	ÉASC	Nous avons prévu nous inspirer des pratiques d'enseignement autochtones en utilisant le programme Dene Kede.	Plusieurs activités connexes ont été organisées : Camp de pêche sur glace Sports et jeux autochtones Canotage Ateliers sur la fourrure Visites au musée Atelier sur la coupe du poisson Tente érigée derrière l'école Tipis installés dans chaque classe	

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

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

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

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

Points forts de la région	Il est évident que les enseignants de la prématernelle à la 9 <sup>e</sup> année intègrent bien le programme Dene Kede. Au secondaire, c'est le programme Études nordiques 10 qui est offert.
Éléments à améliorer pour la région	Le roulement de personnel complique le maintien d'une approche cohérente de l'intégration du programme Dene Kede. Cela demeure une difficulté bien réelle.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type et fréquence du perfectionnement professionnel connexe ainsi que de la planification de l'adaptation du curriculum à la culture autochtone, notamment les programmes Dene Kede et Inuuqatigiit et d'autres ressources au besoin.	ÉB	2 journées d'orientation culturelle Planification du programme Dene Kede comprise dans les plans d'enseignement à long terme; Commentaires sur la mise en œuvre du programme Dene Kede dans les rapports d'évaluation des enseignants	2 journées d'orientation culturelle Planification du programme Dene Kede comprise dans les plans d'enseignement à long terme; Commentaires sur la mise en œuvre du programme Dene Kede dans les rapports d'évaluation des enseignants	

	ÉASC	Offrir une formation sur le contenu et l'introduction du programme Dene Kede dans le plan de leçon	Après avoir participé à une série d'ateliers d'introduction au programme Dene Kede, plusieurs enseignants ont élaboré un plan plus précis pour s'assurer que des liens soient faits entre le contenu du programme et leurs enseignements.	
Pourcentage des enseignants adaptant le contenu des cours et le programme à la culture autochtone, notamment en se servant des programmes Dene Kede et Inuuqatigiit et d'autres ressources au besoin	ÉB	100 %	100 %	
	ÉASC	100 %	100 %	
Type de contenu autochtone visible dans l'école et pourcentage de la surface de l'école utilisée pour afficher ce contenu ( <i>artefacts, modèles autochtones, mur des Aînés</i> )	ÉB	Artefacts 100 % ( <i>entrée, mur, bibliothèque, classe</i> )	Artefacts, fourrures, œuvres d'art; 100 % ( <i>entrée, mur, bibliothèque, classe</i> )	
	ÉASC	Mettre visuellement en valeur la culture autochtone dans nos écoles	De nombreuses fourrures d'animaux sont exposées dans l'école. Chaque classe porte le nom d'un animal nordique inscrit en langue dénée. Mots et phrases annoncés tous les jours; hymne national interprété dans 9 langues autochtones; lois dénées affichées	



## H. Offrir des expériences culturelles essentielles

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

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

<p>Approche régionale privilégiée pour offrir des expériences culturelles essentielles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>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 2020-2021, cette activité se déroule dans les bulles-classes de la 7<sup>e</sup> à la 9<sup>e</sup> année. Il nous reste à déterminer quels aînés pourront être présents.</p> <p>Nous voulons ériger une tente de prospecteur dans chaque cour d'école et y donner certaines leçons.</p> <p>D'autres camps culturels sont organisés pour les élèves de chaque niveau. On encourage les activités d'apprentissage sur les terres ancestrales.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles proposant aux élèves des expériences culturelles essentielles sur les terres ancestrales	100 %	100 %	
Points forts de la région	En plus du financement reçu pour l'éducation et les langues autochtones, nous pouvons compter sur le financement d'une tierce partie comme celui du programme scolaire <i>Emmenez un enfant pratiquer le piégeage.</i>		

Éléments à améliorer pour la région	Développer une relation durable avec les aînés et les groupes autochtones. Cela permettrait d'assurer un partenariat solide et une certaine continuité.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Type et fréquence des expériences culturelles essentielles authentiques et pertinentes sur les terres ancestrales, par niveau, et pourcentage de langues autochtones incluses dans l'expérience	ÉB	Camp printanier sur le castor de la 5 <sup>e</sup> et la 6 <sup>e</sup> année (5 %), tannage de peaux d'orignal de la 7 <sup>e</sup> et la 8 <sup>e</sup> année (5 %), camp de piégeage d'hiver de la 3 <sup>e</sup> et la 4 <sup>e</sup> année (5 %), camp de pêche sur glace de la 1 <sup>re</sup> et la 2 <sup>e</sup> année (5 %)	Camp de pêche sur glace de la prématernelle à la 9 <sup>e</sup> année (5 %), camp de piégeage de la prématernelle à la 9 <sup>e</sup> année (5 %), camps de canotage de la 7 <sup>e</sup> à la 9 <sup>e</sup> année (0 %)	Le programme de camps sur les terres ancestrales a dû être revu cette année, puisque notre principal sous-traitant a déménagé. Un animateur culturel a été embauché à temps partiel pour aider au bon déroulement des programmes et des activités extérieures.

	<p>ÉASC</p>	<p>Expériences sur les terres ancestrales prévues pour les élèves de tous les niveaux, de la maternelle à la 12<sup>e</sup> année.</p>	<p>Activités dans la tente du prospecteur – histoires et légendes</p> <p>Activités hebdomadaires dans la forêt pour les élèves de la maternelle</p> <p>7<sup>e</sup> et 8<sup>e</sup> année : Jeux autochtones extérieurs chaque semaine en mai et juin</p> <p>Deuxième cycle du secondaire : Pêche sur glace 5<sup>e</sup> et 6<sup>e</sup> année : « Bush Kids »</p> <p>Conduite d'attelages de chiens de traîneau pour les élèves de 5<sup>e</sup> et 6<sup>e</sup> année et du secondaire</p> <p>Camp de neige pour les élèves de la 3<sup>e</sup> à la 6<sup>e</sup> année</p> <p>Construction et visites d'igloos.</p> <p>Canotage</p> <p>Construction et visites de huttes de neige (« quinzees »)</p>	
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			<p>Cours d'éducation en plein air pour les élèves du secondaire</p> <p>Visites au Musée – Thème du Voyageur (prématernelle et maternelle)</p>	
<p>Type et fréquence des expériences culturelles essentielles authentiques et pertinentes se tenant dans la classe ou dans l'école par niveau scolaire et pourcentage des langues autochtones incluses dans l'expérience</p>	<p>ÉB</p>	<p>Accès hebdomadaire à un espace culturel (structure de tente et de tipi) dans la cour de l'école Harry Camsell pour que les enseignants organisent des cours et des activités faisant participer des personnes-ressources des aînés locaux (5 %); Une semaine de cours d'art avec un artiste local (5 %); Ateliers sur les jeux traditionnels (2 jours) (5 %).</p>	<p>Accès mensuel à un espace culturel (structure de tente et de tipi) dans la cour d'école Harry Camsell pour que les enseignants organisent des cours et des activités faisant participer des personnes-ressources et des aînés locaux (5 %); Ateliers sur les jeux traditionnels (2 jours) (5 %); deux artistes locaux ont donné un cours d'une semaine à des élèves du secondaire (fabrication de tambour et de mitaines en fourrure de castor).</p>	<p>L'accès à l'espace culturel de Hay River s'est avéré compliqué par moments (planification avec d'autres écoles)</p>

	ÉASC	Nous prévoyons intégrer à notre routine certaines habitudes de vie et d'apprentissage de la culture autochtone.	<p>Tipis dans chaque classe en guise de coins lecture</p> <p>Liens entre le contenu du cours et le programme Dene Kede</p> <p>Tirages au sort hebdomadaires pour les élèves qui utilisent la langue dénée</p> <p>Compter en déné</p>	
Pourcentage des expériences culturelles fondamentales faisant participer des citoyens qui ne font pas partie du personnel scolaire régulier, y compris leur type de responsabilités et de tâches	ÉB – piégeage du castor, tannage de peaux d'orignal, camp de piégeage d'hiver	100 %	80 %	Nous n'avons pas de personne-ressource pour animer les camps de canotage.
		100 %	<p>Dunkan Sangris : pêche sur glace, nettoyage et coupe du poisson, Jessica Sangris : art déné (créations à partir d'écailles de poisson)</p> <p>Alice Evans : Préparation de bannique et fabrication de mocassins</p> <p>Cercle sportif autochtone : Jeux autochtones</p>	

			Chloe Dragon et Robert Grandjambe : Ateliers sur les fourrures animales	
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### ***I. Soutien communautaire***

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

Le tableau suivant indique le montant des financements alloués, prévus au budget et réellement consacrés au soutien communautaire; il explique également les écarts potentiels.

<b>Collectivité</b>	<b>Alloué (\$)</b>	<b>Prévu (\$)</b>	<b>Explication de l'écart (le cas échéant)</b>	<b>Réel (\$)</b>	<b>Projet(s) concerné(s)</b>	<b>Explication de l'écart (le cas échéant)</b>
Hay River	13 680	13 680	Revenus reportés de 2019-2020 à 2020-2021	30 257	Camps sur les terres ancestrales	
Yellowknife	14 630	14 630	Revenus reportés de 2019-2020 à 2020-2021	26 374		
<b>Total</b>	<b>28 309</b>	<b>28 309</b>	<b>Montant reporté 35 164</b>	<b>56 631</b>		

## **Annexe B : Plan de fonctionnement – Budget d'exploitation**

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### **1. Budget consolidé**

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**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
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
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
<b>Sub-Total ECE</b>	<b>6,284,357</b>	<b>6,384,463</b>	<b>6,324,591</b>
GNWT Other Contributions	31,200	26,200	44,111
<b>Total GNWT</b>	<b>6,315,557</b>	<b>6,410,663</b>	<b>6,368,702</b>
<b>Federal Government Jordan's Principle</b>	<b>80,309</b>	<b>0</b>	<b>231,220</b>
<b>Federal Government Other</b>	<b>82,185</b>	<b>52,327</b>	<b>69,479</b>
<b>Property Tax Requisitioned</b>			
<b>Other Education Bodies</b>			
<b>Education Body Generated Funds</b>			
Rentals			
School Fees			
Investment Income	35,000	25,000	32,000
Donations			
Other			32,158
<b>Total Generated Funds</b>	<b>35,000</b>	<b>25,000</b>	<b>64,158</b>
<b>TOTAL REVENUES</b>	<b>6,513,051</b>	<b>6,487,990</b>	<b>6,733,559</b>
<b><u>EXPENSES</u></b>			
Administration (see Schedule 2)	962,817	767,798	646,906
School Programs (see Schedule 2)	4,597,109	4,267,742	4,613,500
Operations and maintenance (see Schedule 2)	0	0	98,360
Inclusive Schooling (see Schedules 2&3)	971,051	1,236,041	1,087,688
Indigenous Languages and Education (see Schedules 2 & 4)	167,742	138,805	97,453
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other			
<b>Sub-Total Expenses Before Amortization</b>	<b>6,698,718</b>	<b>6,410,386</b>	<b>6,543,907</b>
Amortization (see Schedule 6)			
<b>TOTAL EXPENSES</b>	<b>6,698,718</b>	<b>6,410,386</b>	<b>6,543,907</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-185,668</b>	<b>77,604</b>	<b>189,652</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN *</b>	<b>189,652</b>	<b>0</b>	<b>0</b>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE *</b>	<b>3,984</b>	<b>77,604</b>	<b>189,652</b>

\*Not required for YK1 and YCS - See Schedule 6



**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
<b>SALARIES</b>							
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
<b>EMPLOYEE BENEFITS</b>							
Employee Benefits/Allowances	41,000						41,000
Leave And Termination Benefits	20,000						20,000
<b>STAFF DEVELOPMENT (Including Travel)</b>							
							0
<b>SERVICES PURCHASED/CONTRACTED</b>							
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
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Assistive Technology				43,334			43,334
Materials	19,356	227,053			84,524		330,933
Freight							0
<b>DEBT SERVICE</b>							
							0
<b>OTHER</b>							
							0
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>							
	962,817	4,597,109	0	971,051	167,742	0	6,698,718
<b>AMORTIZATION</b>							
							0
<b>TOTAL</b>							
	962,817	4,597,109	0	971,051	167,742	0	6,698,718

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

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

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

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

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

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

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

**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	
<b><u>TOTAL ACCUMULATED SURPLUS OPEN</u></b>	189,652	<b>189,652</b>
<b>Opening Balance Investment in Tangible Capital Assets</b>	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
<b>Closing Balance Investment in Tangible Capital Assets</b>	0	
<b>Opening Balance LED Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance LED Reserve</b>	0	
<b><u>TOTAL ACCUMULATED SURPLUS CLOSING</u></b>		<b>3,984</b>
<b>REPRESENTED BY:</b>		
<b><u>ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY</u></b>	<b>3,984</b>	<b>3,984</b>
<b>REPRESENTED BY:</b>		
<b>Opening Balance Operating Surplus</b>	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	
<b>Closing Balance Operating Surplus</b>	<b>-185,668</b>	<b>-185,668</b>
<b>Opening Balance Decentralized Surplus</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Decentralized Surplus</b>	0	<b>0</b>
<b>Opening Balance Capital Fund Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Capital Fund Reserve</b>	0	<b>0</b>

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

**Consolidated Financial Statements**

**June 30, 2021**

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

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**June 30, 2021**

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## Commission scolaire francophone Territoires du Nord-Ouest

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## Généralités

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

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

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

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

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

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

Les commissaires au titre de l'exercice fiscal 2020-21 sont comme suit :

<b>Nom</b>	<b>Titre</b>
Simon Cloutier	Président
Jessica King	Vice-présidente
Jean De Dieu Tuyishime	Commissaire
Catherine Boulanger	Commissaire
Marie-Ève Martel	Commissaire
Michael St-Amour	Commissaire

La commissaire Jessica King à Hay River a été nommée en octobre 2020.

La commissaire Catherine Boulanger a été nommée en novembre 2020.

La CSFTNO gère deux écoles publiques en français langue première de la prématernelle à la 12<sup>e</sup> année :

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

## Personnel de la Commission scolaire francophone

En 2020-21, le personnel (en termes de FTE) de la CSFTNO se chiffrait à 44.4 FTE et se présente comme suit :

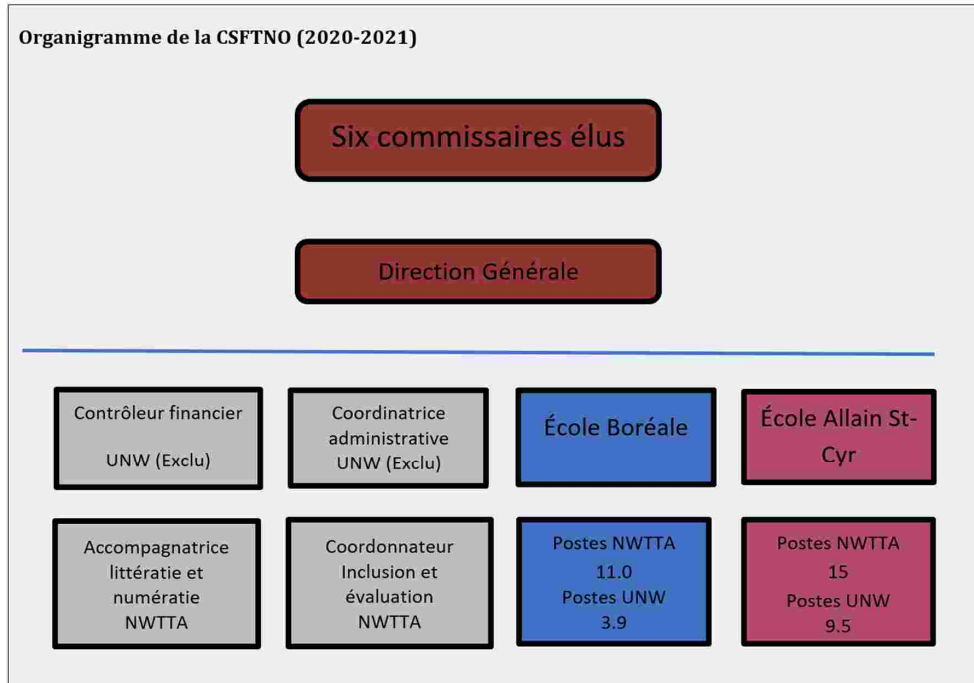
- Bureau central : 5 FTE
- École Allain St-Cyr (EASC) : 15 NWTTA et 9.5 UNW
- École Boréale : 11 NWTTA et 3.9 UNW

## Effectif des élèves

Au 30 septembre 2020, 164.5 élèves fréquentaient l'école Allain St-Cyr et 78.5 l'école Boréale, soit un total de 243 élèves.

## Organigramme de la Commission scolaire francophone

L'organigramme de la Commission scolaire francophone des TNO pour l'année 2020-2021 se présente comme suit :



## Plan stratégique 2021-2026

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

Les nouveaux axes définis sont les suivants :

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

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

Les objectifs stratégiques assignés à cet axe sont les suivants :

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

### Axe 2 : La capacité organisationnelle en développement

Les objectifs stratégiques assignés à cet axe sont les suivants :

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

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

Les objectifs stratégiques assignés à cet axe sont les suivants :

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

## Profil de sortie de l'élève

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

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

### Bien-être

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

### Identité franco-ténoise

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

### Un apprenant pour la vie qui...

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

Un penseur critique qui...

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

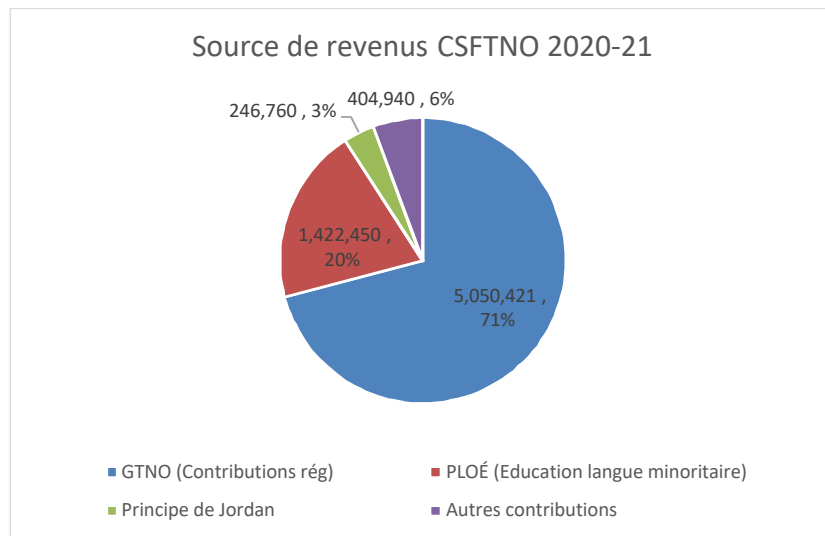
Un citoyen éthique et engagé qui...

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

## Revenus

La source principale de revenu provient du Gouvernement des Territoires du Nord-Ouest. Cette source de revenu est majoritairement divisée en 3 catégories :

- Les contributions régulières calculées selon le Cadre de financement scolaire des Territoires du Nord-Ouest (5,050 M\$ dont 128 k\$ constitue un revenu différé de l'exercice fiscal 20-21 au titre des programmes Intégration scolaire – 93 k\$ et Programme autochtone – 35 k\$);
- La contribution provenant de l'entente Plan sur les langues officielles en éducation - *Enseignement en français langue de la minorité* de Patrimoine canadien (1.423 M);
- Les autres revenus provenant essentiellement des autres contributions du gouvernement (GTNO) et du Principe de Jordan s'élèvent à 652 k\$



En 2020-2021, la Commission scolaire francophone TNO a enregistré des revenus d'un montant de 7.125 M\$ comparativement à un montant budgété de 6.513 M\$. Cette variance de 612 k\$ s'explique principalement par les facteurs suivants :

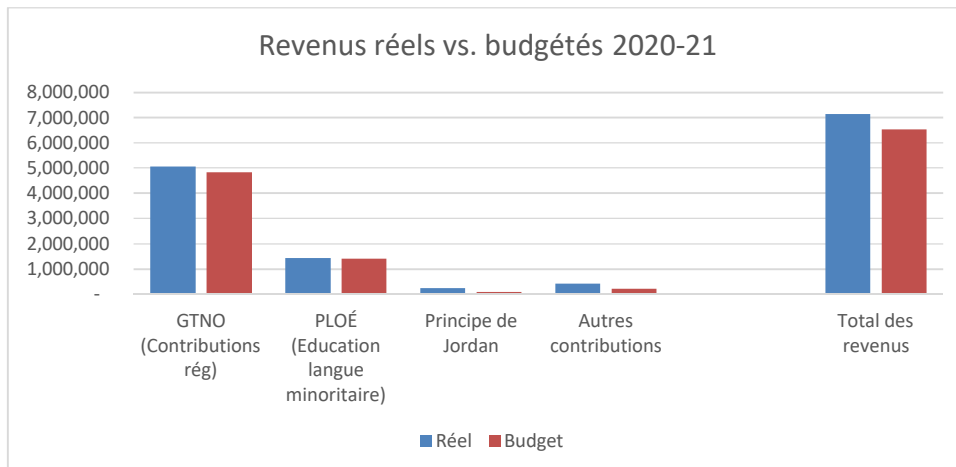
- Une hausse des contributions régulières de 244.3 k\$, dont comme mentionné précédemment 128 k\$ constitue un revenu différé de l'exercice



précédent sur cet exercice. D'autres facteurs de la hausse des contributions régulières concernent l'augmentation des salaires des enseignants du syndicat NWTTA d'un montant de 93 k\$ (2.5% d'augmentation) et la contribution pour inscriptions exceptionnelles (EEF), SSI et mentorat de \$100 K\$. Cette hausse est cependant atténuée par la baisse du budget initial de 61 k\$ concernant les lignes « *School Counselling* » et « *Wellness Counsellors* ».

- Une hausse de 181.3 k\$ des autres contributions, dont notamment la somme de 114 k\$ relative à la contribution COVID-19. Un revenu de 84 k\$ sur les 187 k\$ a été constaté sur 20-21 et un revenu de 30 k\$ concernant les ordinateurs portables, contribution séparée de la contribution de 187 k\$, a été également gagné. En outre, le programme PES 440 d'un montant de 25 k\$ a été appliqué au cours de l'exercice 20-21 et la dotation d'un fonds de tiroir de 28 k\$ a été attribué.
- Une hausse du montant du programme « Français – Langue première » de 19.4 k\$ relatifs à des fonds additionnels octroyés de façon ponctuelle.
- Une augmentation de 166.5 k\$ du revenu concernant le Principe de Jordan due à l'ajout d'autres étudiants éligibles à ce programme au début de la rentrée.

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



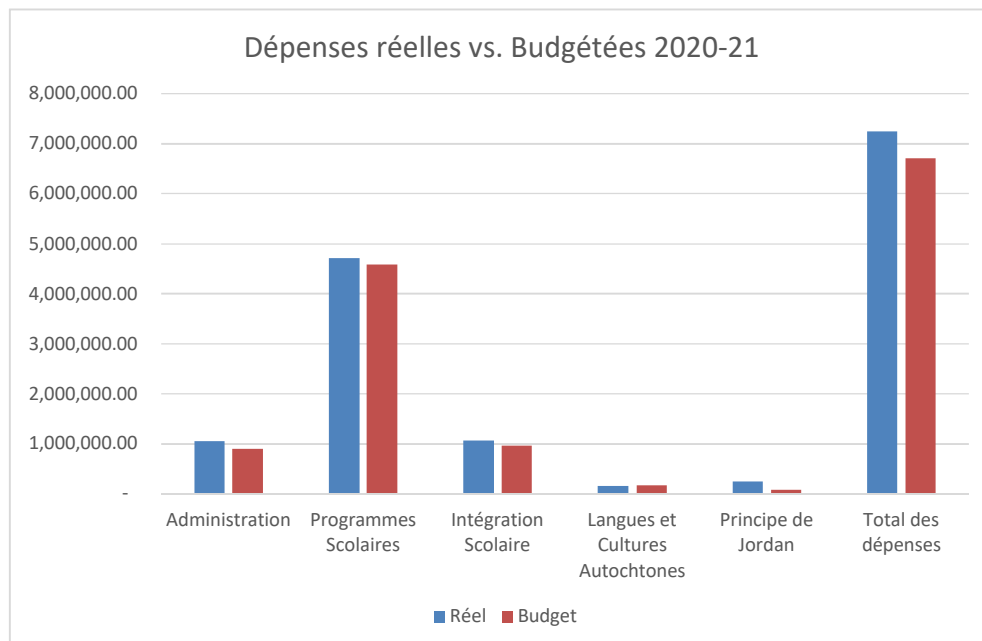
## Dépenses

Le total des dépenses de la Commission scolaire francophone des TNO au 30 juin 2021 se chiffre à 7.236 M\$ comparativement à un budget approuvé de 6.699 M\$, soit un dépassement de 537 k\$.

Ce dépassement s'explique essentiellement par les facteurs suivants :

- Une hausse des frais d'administration de 161 k\$;
- Une hausse des dépenses de programmes scolaires de 119 k\$;
- Une augmentation des dépenses d'intégration scolaire de 96 k\$ relative au report d'un revenu de 93 k\$ de l'exercice 19-20 sur l'exercice 20-21;
- Une augmentation des dépenses relatives au Principe de Jordan de 166.4 k\$, à la suite de l'éligibilité de nouveaux élèves.
- Une légère diminution des dépenses du programme autochtone de 5 k\$.

Voici un tableau illustrant les dépenses réelles comparativement (hors dépenses extraordinaires) aux dépenses budgétées par programme :



## Programmes

### Administration

L'augmentation des dépenses d'administration s'expliquent essentiellement par hausse des frais de CSTIT (WSCC) et des frais de départ pour 57 k\$, l'augmentation des salaires (*Merit Pay inclus*) du Bureau Central et des honoraires de 14 k\$, une hausse des achats de services de 43 k\$.

### Programmes scolaires

L'effet combiné des mouvements du personnel et des ressources supplémentaires des ressources liées au COVID-19, au PES 440 et au fonds de tiroir additionnel de Patrimoine Canadien a permis une augmentation des dépenses des programmes scolaires de 119 k\$.

### Intégration scolaire

Le report de 93 k\$ des dépenses d'intégration scolaire de l'exercice fiscal 19-20 sur 20-21 a permis une hausse des dépenses relatives de 96 k\$.

### Principe de Jordan

Au cours de l'exercice fiscal 20-21, de nouveaux élèves ont été admis à ce programme. Cependant, après quelques mois, certains élèves ont été transférés vers d'autres écoles ou à la demande des parents, le programme a été arrêté. Les dépenses comptabilisées ont pris en compte la période du 31 mars 2021. Après cette date, seule une élève de la CSFTNO restait éligible au Principe de Jordan. La différence de 166.4 k\$ explique cette hausse constatée.

### Langues et cultures autochtones

Ce programme comprend les salaires et avantages sociaux du coordonnateur, ainsi que les matériaux et les fournitures reliés au programme de Langue et culture autochtones. L'exercice fiscal 2019-2020 s'est soldé par des dépenses réelles de 163 k\$ contre un budget de 168 k\$, soit une légère baisse de 5 k\$. Ce programme a bénéficié d'un report de revenus de 35 k\$.

## Perspectives 2021-2022

L'année 2021-2022, toujours marquée par l'avènement de la pandémie COVID-19 au niveau mondial qui a bouleversé la société dans son ensemble, a permis au bureau central de la CSFTNO et de ses deux écoles de faire preuve de résilience. De nouvelles façons de vivre et de travailler avec des défis nouveaux sont apparues. Cela a inéluctablement un impact à la hausse sur les dépenses dont l'estimation à l'heure actuelle se révélerait hasardeuse.

Malgré ce défi, la CSFTNO et toutes les parties prenantes ont énormément travaillé pour offrir quasiment le même niveau de services à leurs clients. Et la CSFTNO s'engage à toujours offrir ce même niveau de services quel que soit le coût supplémentaire que cela a entraîné et continue d'entraîner.

Enfin, l'augmentation de l'effectif scolaire de 234.5 élèves en 19-20 à 243 élèves en 20-21, a permis à la CSFTNO d'être éligible au financement pour inscriptions exceptionnelle - *EEF (Extraordinary Enrolment Fund)*.

## Sommaire

En 2021-2022, la Commission scolaire francophone des TNO a approuvé un déficit opérationnel (hors dette relative aux dépens) de 113,413\$ contre un déficit budgété de 185,668\$.

La prise en compte de tous les éléments non opérationnels aboutit à un déficit de 113,413\$ créant ainsi un déficit cumulé de 1,165,963\$.

Malgré ce déficit, les fonds budgétés pour l'année fiscale 2021-2022 s'enlignent avec le Plan stratégique 2021-2026 dans le but de continuer à offrir un excellent programme d'éducation en français langue première dans nos deux écoles.

Nous souhaitons une bonne rentrée scolaire 2021-2022 à tous les élèves et employés de la Commission scolaire francophone des TNO.

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

**Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2021**

The Management Discussion and Analysis, Consolidated Financial Statements, Schedules and Notes herein submitted have been prepared and approved by management. They provide full disclosure and accurately reflect the financial and non-financial condition of Commission scolaire francophone Territoires du Nord-Ouest ("the Commission") in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

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

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

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

Approved and confirmed on behalf of the Commission

\_\_\_\_\_  
Yvonne Careen  \_\_\_\_\_ **Directrice générale**

\_\_\_\_\_  
Marc Akpoe, MBA, CIA, CPA, CMA, FRM  \_\_\_\_\_ **Contrôleur financier**

**September 20, 2021**

## **Independent Auditors' Report**

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

### **Report on the Audit of the Consolidated Financial Statements**

#### ***Opinion***

We have audited the accompanying consolidated financial statements of Commission Scolaire Francophone Territoires du Nord-Ouest ("the Commission") which comprise the consolidated statement of financial position as at June 30, 2021, consolidated statements of operations, changes in net financial liabilities, and cash flows for the year then ended, including a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the *Basis of Qualified Opinion* paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the Commission as at June 30, 2021 and the results of its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

#### ***Basis for Qualified Opinion***

School funds generated and controlled by the Commission during the year ended June 30, 2020 are not reported nor presented in the accompanying consolidated financial statements. School generated funds represent fundraising activities for the benefit of student life enhancement and are controlled through the Commission due to the nature of these activities, which must be approved at the Commission level. This represents a departure from Canadian public accounting standards because school generated funds are determined to be under the control of the Commission, and as such are required to be included under the government reporting entity. Accordingly, school generated funds revenues, expenses, assets, and surplus for the year ended June 30, 2020 are not recognized nor audited in the accompanying consolidated financial statements. Our audit opinion on the consolidated financial statements for the year ended June 30, 2020 was modified accordingly because of the possible effects of this departure.

Salaries and benefits paid to management and employees of the Commission are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories. Our audit scope was limited as we did not audit the components of salaries and benefits expenses and related balances. Accordingly, we were not able to determine whether any adjustments might be necessary to salaries and benefits expenses for the years ended June 30, 2021 and 2020; employee deductions payable, vacation payable, salaries and wages payable, post-employment benefits payable at June 30, 2021 and 2020, and accumulated surplus (deficit) as at July 1 and June 30 for both 2021 and 2020 years. Our audit opinion on the consolidated 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 our report. We are independent of the Commission in accordance with the ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

## **Independent Auditors' Report (continued)**

### ***Other Information***

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### ***Responsibilities for Management and Those Charged with Governance for the Consolidated Financial Statements***

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

In preparing the consolidated financial statements, management is responsible for assessing the Commission's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Commission or to cease operations, or has no realistic alternative but to do so.

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

### ***Auditors' Responsibilities for the Audit of the Consolidated Financial Statements***

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

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

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

## Independent Auditors' Report (continued)

### ***Auditors' Responsibilities for the Audit of the Consolidated Financial Statements (continued)***

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Commission's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Commission to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

### ***Report on Other Legal and Regulatory Requirements***

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Commission coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Commission that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Commission's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

**Yellowknife, Northwest Territories  
September 20, 2021**

*Crowe MacKay LLP*

**Chartered Professional Accountants**



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**Commission scolaire francophone Territoires du Nord-Ouest****Statement of Financial Position**

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**As at June 30,** **2021** **2020**

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**Financial Assets**

Cash (Note 5)	\$ 1,405,171	\$ 1,514,581
Accounts receivable (Note 9)	172,351	93,906
Due from Government of Canada (Note 15)	25,356	-
	<b>1,602,878</b>	<b>1,608,487</b>

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**Liabilities**

Accounts payable and accrued liabilities (Note 11)	453,699	373,403
Payroll liabilities (Note 11)	541,102	524,336
Repayment to GNWT (Note 12)	1,269,573	1,269,573
Deferred revenue (Note 13)	147,586	132,315
Post-employment benefits (Note 19)	369,385	374,954
	<b>2,781,345</b>	<b>2,674,581</b>

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**Net financial liabilities** **(1,178,467)** **(1,066,094)**

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**Non-financial assets**Prepaid expenses (Note 22) **12,504** **11,544**

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**Accumulated deficit** **\$ (1,165,963)** **\$ (1,054,550)**

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**Represented By:****Operating deficit** **\$ (1,165,963)** **\$ (1,054,550)**

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**Contractual obligations and contingencies (Note 24 and 25)****Approved on behalf of the Board:**  
\_\_\_\_\_  
Trustee  
\_\_\_\_\_  
Trustee

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Operations

For the year ended June 30,	2021 Budget	2021 Actual	2020 Actual
<b>Revenues</b>			
<b>Government of the NWT</b>			
ECE regular contributions	\$ 4,806,082	\$ 5,050,421	\$ 4,834,656
French language instruction	1,403,050	1,422,450	1,403,050
ECE other contributions (Note 32)	82,185	263,832	144,127
<b>Total GNWT ECE</b>	<b>6,291,317</b>	<b>6,736,703</b>	<b>6,381,833</b>
GNWT other contributions (Note 33)	90,225	40,333	44,111
<b>Total GNWT</b>	<b>6,381,542</b>	<b>6,777,036</b>	<b>6,425,944</b>
<b>Government of Canada</b>			
Jordan's Principle	80,309	246,760	231,220
Other contributions	-	28,600	-
	<b>80,309</b>	<b>275,360</b>	<b>231,220</b>
<b>Education body generated funds</b>			
Northwest Territories Teachers' Association Contributions	16,200	17,002	12,237
Interest	35,000	13,573	32,000
Other revenues	-	41,600	32,158
	<b>51,200</b>	<b>72,175</b>	<b>76,395</b>
	<b>6,513,051</b>	<b>7,124,571</b>	<b>6,733,559</b>
<b>Expenses (Schedule 1)</b>			
School programs	4,581,797	4,700,770	4,613,500
Inclusive schooling	971,052	1,067,403	1,087,688
Operations and maintenance	-	-	98,360
Administration	978,128	1,055,828	649,878
Indigenous languages and culture	167,742	162,614	97,453
Jordan's Principle	-	246,760	-
	<b>6,698,719</b>	<b>7,233,375</b>	<b>6,546,879</b>
<b>Operating deficit before other items</b>	<b>(185,668)</b>	<b>(108,804)</b>	186,680
<b>Other items</b>			
Post-employment benefit recovery (expense) (Note 19)	-	(2,609)	2,972
Grant in-kind - Assets provided at no cost (Note 23)	-	1,060,439	1,064,949
Rent expense - Assets provided at no cost (Note 23)	-	(1,060,439)	(1,064,949)
<b>Adjusted operating surplus (deficit)</b>	<b>(185,668)</b>	<b>(111,413)</b>	189,652
<b>Opening accumulated deficit</b>	<b>(1,054,550)</b>	<b>(1,054,550)</b>	(1,244,202)
<b>Closing accumulated deficit</b>	<b>\$ (1,240,218)</b>	<b>\$ (1,165,963)</b>	<b>\$ (1,054,550)</b>

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Commission scolaire francophone Territoires du Nord-Ouest

**Statement of Changes in Net Financial Liabilities**

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For the year ended June 30,	2021 Budget	2021 Actual	2020 Actual
<b>Adjusted operating surplus (deficit)</b>	\$ (185,668)	\$ (111,413)	\$ 189,652
Acquisition of prepaid expenses and deposits	-	(960)	(3,823)
<b>Increase (decrease) in net financial assets</b>	<b>(185,668)</b>	<b>(112,373)</b>	185,829
<b>Net financial liabilities, beginning of year</b>	<b>(1,066,094)</b>	<b>(1,066,094)</b>	(1,251,923)
<b>Net financial liabilities, end of year</b>	<b>\$ (1,251,762)</b>	<b>\$ (1,178,467)</b>	<b>\$(1,066,094)</b>

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Commission scolaire francophone Territoires du Nord-Ouest

**Statement of Cash Flows**

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For the year ended June 30,	2021	2020
<b>Cash provided by (used in):</b>		
<b>Operating transactions</b>		
Operating surplus (deficit)	\$ (111,413)	\$ 189,652
<b>Changes in non-cash assets and liabilities</b>		
Decrease (increase) in accounts receivable	(78,445)	37,798
Decrease in accounts payable and accrued liabilities	80,296	(307,431)
Increase in payroll liabilities	16,765	57,949
Decrease (increase) in due from Government of Canada	(25,356)	-
Increase (decrease) in deferred revenue	15,272	128,815
Decrease in post-employment benefits	(5,569)	(63,050)
Decrease (increase) in prepaid expenses and deposits	(960)	(3,824)
<b>Increase (decrease) in cash</b>	<b>(109,410)</b>	<b>39,909</b>
<b>Cash at beginning of year</b>	<b>1,514,581</b>	<b>1,474,672</b>
<b>Cash at end of year</b>	<b>\$ 1,405,171</b>	<b>\$ 1,514,581</b>

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

**Schedule 1  
Details of Expenses**

**For the year ended June 30, 2021**

	School Programs	Inclusive Schooling (schedule 4)	Administration	Indigenous Languages and Culture (schedule 2)	Jordan's Principle (schedule 7)	Total 2021	Budget 2021	Total 2020
<b>Salaries</b>								
Teacher salaries	\$ 3,328,535	\$ 372,965		\$ 45,213	\$ -	\$ 3,746,713	\$ 3,649,188	\$ 3,712,860
Instruction assistants	-	450,884		-	246,760	697,644	463,500	706,770
Non-instruction staff	855,471	168,784	506,232	-	-	1,530,487	1,428,773	1,105,342
Board/trustee honoraria	9,122	-	30,915	43,219	-	83,256	35,000	48,035
	4,193,128	992,633	537,147	88,432	246,760	6,058,100	5,576,461	5,573,007
<b>Employee Benefits</b>								
Employee benefit	-	-	70,293	-	-	70,293	41,000	47,019
Leave and termination	-	-	45,032	-	-	45,032	20,000	51,341
	-	-	115,325	-	-	115,325	61,000	98,360
<b>Services Purchased/Contracted</b>								
Advertising/Publishing	-	-	77,270	-	-	77,270	64,094	34,287
Communication	13,234	-	13,753	-	-	26,987	24,851	25,332
Contracted services	84,364	11,760	170,685	-	-	266,809	220,020	246,891
Maintenance and repairs	41,560	-	-	-	-	41,560	23,581	30,360
Other	55,639	5,662	86,368	-	-	147,669	195,691	48,583
Rental/leases	19,192	-	4,726	-	-	23,918	25,344	28,975
Student travel	62,921	-	-	-	-	62,921	72,000	66,721
Travel	9,261	8,846	8,209	13,412	-	39,728	57,410	71,079
	286,171	26,268	361,011	13,412	-	686,862	682,991	552,228
<b>Supplies and Materials</b>								
Freight	369	-	-	-	-	369	-	3,470
Materials	221,102	48,502	42,345	60,770	-	372,719	378,267	319,814
	221,471	48,502	42,345	60,770	-	373,088	378,267	323,284
<b>Total</b>	<b>\$ 4,700,770</b>	<b>\$ 1,067,403</b>	<b>\$ 1,055,828</b>	<b>\$ 162,614</b>	<b>\$ 246,760</b>	<b>\$ 7,233,375</b>	<b>\$ 6,698,719</b>	<b>\$ 6,546,879</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 2  
Details of Indigenous Language and Culture Expenses

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For the year ended June 30, 2021

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	School Instruction	Teaching/ Learning Resources	School Activities and Integrated Community Programs	Total
<b>Salaries</b>				
ILE teachers	\$ -	\$ 45,213	\$ -	\$ 45,213
Honoraria	43,219	-	-	43,219
	<b>43,219</b>	<b>45,213</b>	<b>-</b>	<b>88,432</b>
<b>Services Purchased/Contracted</b>				
Travel	-	-	13,412	13,412
<b>Materials/Supplies/Freight</b>				
Materials	-	-	60,770	<b>60,770</b>
	<b>\$ 43,219</b>	<b>\$ 45,213</b>	<b>\$ 74,182</b>	<b>\$ 162,614</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 3  
Indigenous Languages (contributions)

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For the year ended June 30, 2021

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<b>Contribution agreement</b>	<b>July 1 to March 31</b>	<b>April 1 to June 30</b>	<b>Total</b>
<b>Revenues</b>			
Funding received	\$ 116,480	\$ 53,278	\$ 169,758
<b>Expenses</b>			
Salaries	32,070	13,143	45,213
Other	70,377	47,024	117,401
	<b>102,447</b>	<b>60,167</b>	<b>162,614</b>
<b>Net surplus (deficit)</b>	<b>\$ 14,033</b>	<b>\$ (6,889)</b>	<b>\$ 7,144</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 4  
Details of Inclusive Schooling Expenses

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For the year ended June 30, 2021

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	Staff Development	Student Resources	General Inclusive Schooling	Total
<b>Salaries</b>				
Non-Instructional Staff	\$ -	\$ -	\$ 168,784	\$ 168,784
Program support teachers	-	-	372,965	372,965
Support assistants	-	-	450,884	450,884
		-	<b>992,633</b>	<b>992,633</b>
<b>Services Purchased/Contracted</b>				
Contracted services	-	-	11,760	11,760
Other	5,662	-	-	5,662
Travel	8,846	-	-	8,846
	<b>14,508</b>	-	<b>11,760</b>	<b>26,268</b>
<b>Materials/Supplies/Freight</b>				
Materials	-	39,528	8,974	48,502
	<b>\$ 14,508</b>	<b>\$ 39,528</b>	<b>\$ 1,013,367</b>	<b>\$ 1,067,403</b>

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

**Schedule 5  
French Language Funding**

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**For the year ended June 30, 2021**

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	Contributions from ECE and Heritage Canada	Commitments from Commission	Expenses	(Under) Over Funding
<b>STUDENT PARTICIPATION</b>				
School administration (salary)	\$ 316,666	\$ 41,270	\$ 368,882	\$ (10,946)
Retention bursaries	28,000	-	22,750	5,250
2 grade level per class (salary)	396,157	1,619,791	2,824,151	(808,203)
2 secretaries / librarian (salary)	186,461	72,571	243,428	15,604
Promotion	73,994	-	76,612	(2,618)
<b>SCHOOL PROGRAMS</b>				
Cyber pedagogy (salary)	65,503	80,059	148,722	(3,160)
Technology resources	38,420	-	37,867	553
<b>PROGRAM ENRICHMENT</b>				
Recruitment and retention	89,344	-	88,032	1,312
Partnership early childhood	26,050	-	16,050	10,000
French monitors (rent)	-	10,000	87,627	(77,627)
Coach for francisation	79,868	84,374	170,593	(6,351)
Art program	35,866	-	36,114	(248)
Cultural activities	36,011	-	38,073	(2,062)
French resource purchase	45,000	11,000	51,610	4,390
<b>EDUCATIONAL SUPPORT FOR PERSONNEL</b>				
Professional development	30,432	13,580	44,739	(727)
<b>Total</b>	<b>\$ 1,447,772</b>	<b>\$ 1,932,645</b>	<b>\$ 4,255,250</b>	<b>\$ (874,833)</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 6  
Student Success Initiative

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For the year ended June 30, 2021

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	<b>Total</b>
<b>Revenue - Government of the NWT Education, Culture, &amp; Employment</b>	<b>\$ 15,000</b>
<b>Expenses</b>	
<b>Workshop expenses</b>	
Resources	31,252
<b>Deficit</b>	<b>\$ (16,252)</b>

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Commission scolaire francophone Territoires du Nord-Ouest

Schedule 7  
Jordan's Principle

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For the year ended June 30, 2021

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	Budget 2021	Actual 2021	Actual 2020
<b>Revenue</b>			
Government of Canada			
- First Nations and Inuit Health Branch			
Contribution agreement	\$ 80,309	\$ 246,760	\$ 231,220
<b>Expenses</b>			
Personnel	-	246,760	240,813
Contracted services	-	-	1,860
<b>Total expenses</b>	-	246,760	<b>242,673</b>
<b>Net surplus (deficit)</b>	<b>\$ 80,309</b>	<b>\$ -</b>	<b>\$ (11,453)</b>
<b>Deferred revenue</b>	<b>\$ 80,309</b>	<b>\$ 42,925</b>	<b>\$ 4,204</b>

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**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**1. Nature of the Organization**

The Commission scolaire francophone Territoires du Nord-Ouest ("Commission") was established under the *Education Act* of the Government of the Northwest Territories ("GNWT") by order of the Minister dated November 7, 2000. A full range of instructional programs ranging from pre-kindergarten through Grade 12 is offered by the Commission in both Yellowknife and Hay River.

The Commission is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Commission includes all aspects of operation and management. The Commission is the lowest (and sole) level of government exercising oversight responsibility.

The Commission is a public body performing a function of government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing the function of government in Canada is exempt from taxation.

**2. COVID-19**

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Commission's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) having had a material impact on the Commission's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Commission has received \$187K additional funding from the Department of Education, Culture and Employment during the year, the purpose of which was to provide COVID-19 related cost offsets for the reopening of schools in the fiscal year. The unused portion will be continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses.

June 30, 2021

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### 3. Significant Accounting Policies

#### (a) Basis of Accounting

The financial statements of the Commission have been prepared in accordance with Canadian public sector accounting standards. The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality. The financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is composed of all organizations, two schools, which are controlled by the Commission.

The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

#### (b) Reporting entity

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Commission and which are controlled by the Commission.

School generated funds, which include the assets, liabilities, revenues, and expenses of various schools and which are controlled by the Commission are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

#### (c) Cash

Cash is comprised of bank account balances, net of outstanding cheques.

#### (d) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash, accounts receivable and due from Government of Canada.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, repayment to GNWT and post-employment benefits.

**3. Significant Accounting Policies (continued)**

**(d) Financial Instruments (continued)**

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

**(e) Non-financial Assets**

Assets are classified as either financial or non-financial. Financial assets are assets that could be used to discharge existing liabilities or finance future operations. Non-financial assets are acquired, constructed or developed assets that do not normally provide resources to discharge existing liabilities but are employed to deliver services that may be consumed in normal operations and are not for resale in the normal course of operations. Non-financial assets of the Commission include prepaid expenses and deposits.

**(f) Tangible Capital Assets**

All tangible capital assets used by the Commission are purchased by and are the property of the GNWT. The Minister grants to the Commission the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Tangible capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Tangible capital assets with a value of less than \$50,000 are recorded as a current expense.

The fair value of the use of the building and office space is estimated at its fair value and recognized as assets provided at no cost in the statement of operations.

**(g) Revenue Recognition**

**Government Transfers**

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

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

**3. Significant Accounting Policies (continued)**

**(g) Revenue Recognition (continued)**

**Government Transfers (continued)**

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

**ECE - Regular contributions**

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment and price and volume fluctuation, and are received in monthly installments. The Commission retains surpluses and is responsible for deficits. Any funding requests over and above those levels provided by the formula must be first approved by the GNWT. The contribution revenue is recognized when received or receivable.

**GNWT - French minority language**

The French minority language contributions from the GNWT are determined by additional costs related to French minority language, and are received in one payment. The contribution revenue is recognized when received or receivable.

**Other contributions**

The Commission follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reliably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Funds received that are not expended at year-end are recorded as either deferred revenue or contributions repayable depending upon the terms of the contribution agreement.

**Deferred revenue**

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

**Investment income**

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

**3. Significant Accounting Policies (continued)**

**(g) Revenue Recognition (continued)**

**Special purpose funds**

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

Student activity funds which are controlled by students or parties other than the Commission are not included even if custody of the funds is held by the Commission. Examples of excluded funds might be student clubs or associations for which the Commission has no ongoing responsibility of liability for losses. See Note 6.

The distinctions between the treatment of School and Student activity funds are under review.

**(h) Budget Data**

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

The final priorities and funding allocations are determined by the Trustees of the Commission at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget. The budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

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

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

The budget may be amended within a given fiscal year in accordance with the Commission's policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the budget for the fiscal year. The budget has not been audited.



**Notes to Consolidated Financial Statements**

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June 30, 2021

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**3. Significant Accounting Policies (continued)**

**(i) Measurement Uncertainty**

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenues and expenses during the period. Management makes accounting estimates when determining significant accrued liabilities, post-employment benefits liabilities and the related costs charged to the statement of operations. Actual results could differ from these estimates, the impact of which would be recorded in future periods.

**(j) Inventories Including Materials and Supplies**

Materials and supplies are considered a cost of operations and are expensed to the applicable program when received.

**(k) Payroll Liabilities**

According to the Northwest Territories Teachers' Association ("NWTTA") and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT 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 as a liability.

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 Commission determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

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

**(l) Post-employment Benefits, Compensated Absences and Termination Benefits**

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

**3. Significant Accounting Policies (continued)**

**(m) Expenses**

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

**(n) Foreign Currency Translation**

The Commission only transacts in Canadian dollars. As such there is no foreign currency translation.

**(o) Liability for Contaminated Sites**

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organize or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; The Commission is directly responsible and accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2021.

At each financial reporting date, management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized is accounted for in the period revisions are made. Management at the Commission has concluded that there is no contamination that exceeds environmental standards and as a result there are no liabilities for contaminated sites.

**(p) Donated Goods and Services**

The school buildings occupied by the Commission are the property of the GNWT. The lease of the office space occupied by the Commission is paid for by the GNWT. The fair value of the use of the building and office space is estimated at its fair value and recognized as assets provided at no cost in the statement of operations.

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**3. Significant Accounting Policies (continued)**

**(q) Segment disclosure**

The Schedule of Details of Expenses has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major expense activities of the Commission. For each reported segment, expenses represent amounts directly attributable to each segment. Segments include:

**School Programs:** pertains to the provision of instructional services that falls under the basic public education mandate.

**Inclusive Schooling:** pertains to access to quality education for all students by effectively meeting their diverse needs.

**Operations and Maintenance:** pertains to the daily operation and maintenance of the Commission.

**Administration:** pertains to the provision of board governance and central office administration.

**Indigenous Languages Education and Culture:** pertains to indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

**Jordan's Principle:** pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at the Commission.

**4. Future Accounting Changes**

**Revenue, Section PS 3400**

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, 2023. Earlier adoption is permitted.

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Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

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June 30, 2021

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**5. Cash**

	2021	2020
Cash	\$ 1,405,171	\$ 1,514,581

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The cash is held in a bank account with Royal Bank of Canada (RBC).

**6. Special Purpose Funds**

The Commission did not report any special purpose funds.

**7. Restricted Assets**

The Commission does not have any restricted assets.

**8. Portfolio Investments**

The Commission does not have any portfolio investments.

**9. Accounts Receivable**

	Accounts Receivable 2021	Allowance for doubtful accounts 2021	Net 2021	Net 2020
Due from related parties (Note 26)	\$ 278	\$ -	\$ 278	\$ -
Due from GNWT (Note 26)	37,999	-	37,999	31,304
Trade and other receivables	134,404	330	134,074	62,602
	<b>\$ 172,681</b>	<b>\$ 330</b>	<b>\$ 172,351</b>	<b>\$ 93,906</b>

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**10. Inventory**

The Commission does not have inventory.

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**11. Accounts Payable and Accrued Liabilities**

	<b>2021</b>	2020
Due to GNWT	\$ 274,479	\$ 200,041
Trade payable	179,220	173,362
	<b>\$ 453,699</b>	<b>\$ 373,403</b>

**Payroll Liabilities**

	<b>2021</b>	2020
NWTTA	\$ 366,633	\$ 329,710
UNW	77,471	70,024
Other	96,998	124,602
	<b>\$ 541,102</b>	<b>\$ 524,336</b>

**12. Repayment to GNWT**

In early June 2012, a judgment was decreed in the legal action brought by the Commission against the GNWT to provide additional classroom space in Hay River and to assert the right to enrol students in both schools, and in a second legal action brought against the GNWT by L'Association des Parents Ayants Droit, with the support of the Commission, to provide additional classroom space in Yellowknife. In this judgment the GNWT was ordered by the Supreme Court of the Northwest Territories to reimburse \$1,127,287 to the Commission. Payment was received during the fiscal year ended June 30, 2014.

During the fiscal year ended June 30, 2015, the GNWT submitted an appeal and was successful. The Commission then submitted an appeal to the Supreme Court of Canada which was refused to be heard.

During the 2019 fiscal year, the GNWT had determined the costs owed by the Commission resulting from the appeal to be \$1,269,573. As such, this amount was recognized as a liability in that fiscal year.

The terms of repayment is to be determined in the 2022 fiscal year.

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**13. Deferred Revenue**

Deferred revenue consists of funding received for expenses not yet incurred at year end.

	<b>2021</b>	2020
<b>Government of the Northwest Territories</b>		
ECE - Inclusive Schooling	\$ -	\$ 92,947
ECE - Indigenous Language Education	-	35,164
ECE - COVID-19 Support	102,661	-
<b>Government of Canada</b>		
Indigenous Services Canada - Jordan's Principle	42,925	2,204
<b>Other</b>		
Funds raised for Ecole Boreal gymnasium - Nicole Fournier	2,000	2,000
	<b>\$ 147,586</b>	<b>\$ 132,315</b>

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**14. Contributions Repayable**

The Commission does not have any contributions repayable.

**15. Due from the Government of Canada**

	<b>2021</b>	2020
Heritage Canada	\$ 25,356	\$ -

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**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**16. Capital Lease Obligations**

The Commission does not have capital lease obligations.

**17. Pensions**

The Commission does not have pensions.

**18. Long-Term Debt**

The Commission does not have long-term debt.

**19. Post-Employment Benefits**

Under the conditions of employment, employees earn severance remuneration based on the number of years of service. Certain employees will also receive assistance with removal costs to return to their point of recruitment. The payment of these benefits is dependent on employees leaving the Commission.

These liabilities are to be funded in the year they become due through regular annual budget allocations that are received from the GNWT.

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

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

**Valuation results**

The actuarial valuation was completed as at March 31, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2021 and the results extrapolated to June 30, 2021. The values presented below are for all of the benefits under the post-employment benefits for the Commission.

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2021

19. Post-Employment Benefits (continued)

Changes in Obligation	Severance and Removal	Compensated Absences	2021	2020
Accrued benefit obligation				
beginning of year	\$ 210,050	\$ 72,851	\$ 282,901	\$ 270,896
Current period benefit cost	18,897	6,906	25,803	23,918
Interest accrued	5,833	2,044	7,877	8,910
Benefits payments	(3,792)	(4,386)	(8,178)	(60,077)
Actuarial loss/(gain)	(31,176)	(7,054)	(38,230)	39,254
<b>Accrued benefit obligation end of year</b>	<b>199,812</b>	<b>70,361</b>	<b>270,173</b>	<b>282,901</b>
Unamortized net actuarial gain/(loss)	101,528	(2,316)	99,212	92,053
<b>Total accrued liability</b>	<b>\$ 301,340</b>	<b>\$ 68,045</b>	<b>\$ 369,385</b>	<b>\$ 374,954</b>
Benefits Expense				
Current period benefit cost	\$ 18,897	\$ 6,906	\$ 25,803	\$ 23,918
Interest accrued	5,833	2,044	7,877	8,910
Amortization of gains	(26,524)	(4,547)	(31,071)	(35,800)
<b>Total benefits expenses (recovery)</b>	<b>\$ (1,794)</b>	<b>\$ 4,403</b>	<b>\$ 2,609</b>	<b>\$ (2,972)</b>

The discount rate used in the 2021 fiscal year to determine the accrued benefit obligation was an average of 3.30% (2020 - 2.7%).

The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	\$	\$	\$
2022	22,325	7,281	<b>29,606</b>
2023	19,702	6,357	<b>26,059</b>
2024	15,142	4,278	<b>19,420</b>
2025	13,637	3,507	<b>17,144</b>
Next 5 years	93,186	29,671	<b>122,857</b>
<b>Total</b>	<b>163,992</b>	<b>51,094</b>	<b>215,086</b>



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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**20. Trust Assets Under Administration**

The Commission does not have trust assets under administration.

**21. Tangible Capital Assets**

The Commission does not have tangible capital assets.

**22. Prepaid Expenses**

	<b>2021</b>	<b>2020</b>
Prepaid expenses	<b>\$ 12,504</b>	<b>\$ 11,544</b>

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**23. GNWT Assets Provided At No Cost**

	Cost	Accumulated Amortization	<b>2021 Net Book Value</b>	2020 Net Book Value
Ecole Allain St-Cyr	\$ 17,310,964	\$ 3,694,346	\$ 13,616,618	\$ 14,383,751
Ecole Boreale	3,960,439	1,431,520	2,528,919	2,630,755
Ecole Allain St-Cyr Phase 1	4,490,598	1,590,646	2,899,952	3,029,801
Ecole Boreale Modular Units	1,189,060	366,746	822,314	854,881
Ecole Boreale Pellet Boiler	86,115	48,440	37,675	41,981
Ecole Boreale Biomass System	90,649	9,568	81,081	85,613
Ecole Boreale JK Playscape	223,658	26,093	197,565	208,747
Ecole Allain St-Cyr JK Playscape	135,490	24,087	111,403	120,436
	<b>\$ 27,486,973</b>	<b>\$ 7,191,446</b>	<b>\$ 20,295,527</b>	<b>\$ 21,355,965</b>

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Rent expense of \$1,060,439 (2020 - \$1,064,949) was offset by a grant in-kind.

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**24. Contractual Obligations**

The Commission has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2021.

The future minimum payments are as follows:

	<b>Expires in fiscal year</b>	<b>2022</b>	<b>2023-2026</b>	<b>Total</b>
<b>Equipment leases</b>				
Xerox B8055 MONO MFP	2024 \$	1,555 \$	6,218 \$	7,773
Xerox C8045 COLOUR MFP	2024	2,006	8,023	10,029
Aficio MP C4502	2022	2,994	-	2,994
<b>Operational Contracts</b>				
First Canada ULC	2026	49,240	236,352	285,592
		<b>\$ 55,795</b>	<b>\$ 250,593</b>	<b>\$ 306,388</b>

**25. Contingencies**

The Commission is currently evaluating the impact of the appeal won by the GNWT regarding the van Bochove judicial review.

**26. Related Parties**

The Commission is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Commission enters into transactions with these entities in the normal course of business. These transactions have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties. The Commission is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end disclosed in the financial statements are summarized in this note as follows:

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Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

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June 30, 2021

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26. Related Parties (continued)

Due from related parties:

	2021		2020
Government of Northwest Territories:			
Department of Education, Culture and Employment	\$ 37,999	\$	31,304
Yellowknife Education District No. 1	-		-
DehCho Division Education Council	278		-
	<b>\$ 38,277</b>	<b>\$</b>	<b>31,304</b>

Due to related parties:

	2021		2020
Government of Northwest Territories:			
Department of Finance	\$ 737,309	\$	724,377

Revenues from related parties:

	2021		2020
Government of Northwest Territories:			
Department of Education, Cultural and Employment	\$ 6,736,703	\$	6,381,833
Department of Environment and Natural Resources	8,000		8,000
Department of Municipal and Community Affairs	30,600		30,600
Department of Health and Social Services	1,733		5,511
	<b>\$ 6,777,036</b>	<b>\$</b>	<b>6,425,944</b>

Expenses paid to related parties:

	2021		2020
Dehcho Divisional Education Council	\$ 300	\$	300
Hay River District Education Authority	26,244		48,933
	<b>\$ 26,544</b>	<b>\$</b>	<b>49,233</b>

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## Commission scolaire francophone Territoires du Nord-Ouest

### Notes to Consolidated Financial Statements

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June 30, 2021

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#### 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 revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Commission.

The budget figures presented are those approved by the Department of ECE on June 22, 2020 and have not been audited.

#### 28. Economic Dependence

The Commission receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Commission's operations would be significantly affected.

#### 29. Financial Instruments

The Commission is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Commission's financial instruments is provided by type of risk below. The Commission is exposed to credit and liquidity risks from the its financial instruments. Qualitative and quantitative analysis of the significant risks from the Commission's financial instruments is provided by type of risk below.

##### a) Credit risk

Credit risk is the risk of financial loss to the Commission if a debtor fails to discharge an obligation when due. The Commission is exposed to this risk relating to its cash and accounts receivable. The Commission holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the Commission's cash in accounts are insured up to \$100,000.

The Commission's maximum exposure to credit risk is represented by the financial assets balance comprised of:

	2021	2020
Cash	\$ 1,405,171	\$ 1,514,581
Accounts receivable	172,351	93,906
Due from Government of Canada	25,356	
Maximum credit exposure	<b>\$ 1,602,878</b>	<b>\$ 1,608,487</b>

The is a concentration of credit risk in cash as the majority of the deposits are held in one Canadian chartered bank and the balance is in excess of the insurable limit.

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**29. Financial Instruments (continued)**

At June 30, 2021, the following accounts receivable were past due but not impaired:

	<b>30 Days</b>	<b>60 Days</b>	<b>90 Days</b>	<b>Total</b>
Accounts receivable	\$ 144,274	\$ -	\$ 28,077	\$ 172,351

There is also a concentration risk in accounts receivable as more than 10% of the total balance is from the Government of the Northwest Territories. At June 30, 2021, receivables from the GNWT comprised approximately 22% (2020 - 58%) of the total balance. The amounts represent a low credit risk as the debtors are reputable governments and government organizations with a good credit score. The Commission reduces its risk exposure by following up on old account receivables for collection.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

**b) Liquidity risk**

Liquidity risk is the risk that the Commission will not be able to meet all cash outflow obligations as they come due. The Commission mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The Commission's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, and payroll liabilities for a total \$994,801 (2020 - \$897,739).

The financial assets including cash and accounts receivable, mature within 6 months. The financial liabilities including accounts payable and accrued liabilities, and payroll liabilities mature within 6 months.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures, and methods used to measure the risk.

**30. Expenses By Object**

	<b>2021 Budget</b>	<b>2021 Actual</b>	<b>2020 Actual</b>
Compensation	\$ 5,637,461	\$ 6,173,425	\$ 5,671,367
Supplies and materials	378,267	373,088	323,284
Services purchased/contracted	682,991	686,862	552,228
	<b>\$ 6,698,719</b>	<b>\$ 7,233,375</b>	<b>\$ 6,546,879</b>

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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**31. Comparative Figures**

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

**32. ECE Other Contributions**

	<b>2021</b>	<b>2020</b>
<hr/>		
Government of the Northwest Territories Department of Education, Culture and Employment		
Fonds de Tiroir	\$ 25,356	\$ 28,600
Frais Orthophonie	-	2,100
French Monitor	79,559	-
COVID-19 Support	114,725	-
English Languages Communication & Services	20,000	15,000
Self-Regulation	5,000	7,741
Other	19,192	90,686
	<hr/>	<hr/>
	<b>\$ 263,832</b>	<b>\$ 144,127</b>
	<hr/>	<hr/>

**33. GNWT Other Contributions**

	<b>2021</b>	<b>2020</b>
<hr/>		
Government of the Northwest Territories		
Department of Environment and Natural Resources	\$ 8,000	\$ 8,000
Department of Health and Social Services	1,733	5,511
Department of Municipal and Community Affairs	30,600	30,600
	<hr/>	<hr/>
	<b>\$ 40,333</b>	<b>\$ 44,111</b>
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**Commission scolaire francophone Territoires du Nord-Ouest****Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**34. Contingent Assets**

The Commission does not have any contingent assets.

**35. Contractual Rights**

The Commission has signed the following contribution agreements that will provide program funding to the Commission:

<b>Contracting Parties</b>	<b>Description of Contract</b>	<b>Expiry Date</b>	<b>2022</b>	
GNWT - MACA	After School Physical Activity Program	March 2022	\$	<b>15,300</b>
Government of Canada	Jordan's Principle	March 2022		<b>75,644</b>
			\$	<b>90,944</b>

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## Autorisations

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### *Plan de fonctionnement*



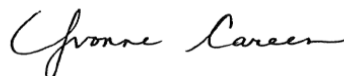
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Président de l'organisme scolaire

Le 19 octobre 2020

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Date :



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Directrice générale

Le 19 octobre 2020

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Date :

### *Rapport annuel*

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Président de l'organisme scolaire

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Date :

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Directrice générale

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Date :



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Education Accountability Framework

# Dettah District Education Authority

Annual Report

For the 2020-21 School Year

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Cadre de responsabilisation en éducation

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# Administration scolaire de district de Dettah

Rapport annuel

Année scolaire 2020-2021

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## Plan de fonctionnement – Sommaire

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

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

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

### **Objectifs globaux**

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

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

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

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

#### **Bien-être des élèves et des enseignants**

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

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

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

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

Premiers soins en santé mentale (PSSM) et Formation appliquée en techniques d'intervention face au suicide (FATIS)

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

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

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

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

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

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

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

### **Langue et culture**

#### Revitalisation des langues autochtones

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

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

#### Éducation adaptée aux cultures autochtones

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

Accroître l'affichage en wìlìideh dans l'école

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

### **Enseignement personnalisé et intégration scolaire**

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

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

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

#### Jouer, apprendre et grandir...

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

## Rapport annuel – Sommaire

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Le rapport annuel de l'Administration scolaire de district de Dettah pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent 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 gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

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

Pour notre école et notre conseil scolaire de division, l'année scolaire 2020-2021 a comporté son lot d'expériences et de difficultés sans précédent. Le nombre d'inscriptions étant plutôt élevé, nos élèves et le personnel ont tout mis en œuvre pour s'adapter aux mesures et restrictions exigées par la pandémie de COVID-19, tout au long de l'année scolaire.

Nous avons dû composer avec de sérieux problèmes de personnel, comme le départ de deux enseignants en cours d'année, qui nous a obligés à redéployer l'effectif pour assurer la couverture de décembre à la fin de l'année scolaire.

Tous les élèves ont pu continuer à suivre notre programme quotidien en langues autochtones. Nous avons également adapté et repensé les moyens de communiquer avec nos familles et de maintenir les traditions de l'école dans le respect des consignes sanitaires.

# Operating Plan - Executive Summary

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The Dettah District Education Authority's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

## **Overall Goals**

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

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

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

## **Regional Goals and Priorities with Alignment to Departmental Goals and Priorities**

### **Student and Educator Wellness**

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

## **Student Achievement in Literacy and Numeracy**

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

## **Language and Culture**

### **Indigenous Language Revitalization**

- Continuation of the development of “Frostbite Wiilìdeh Word of the Day Films”
- Continuation of the development of a “Whole School Approach” to learning Wiilìdeh

### **Indigenizing Education**

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

## **Personalized and Inclusive Education**

### **Whole Child and Wrap Around Support Services**

- Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene with new COVID-19 school access limitations
- Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers

### **Speech Language Development**

- Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students



## Annual Report - Executive Summary

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The Dettah District Education Authority's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, **including any specific information related to the COVID-19 pandemic:**

The 2020-2021 school year presented some unique rewards and challenges for our school and DEA. Our enrollment was quite high, and our students and staff worked hard to adapt to the COVID-19 restrictions and regulations as the school year and the pandemic evolved.

We had serious staffing challenges, including two teachers leaving their roles during the school year, resulting in the redeployment of internal staff for coverage from December to the end of the school year.

We successfully continued with our daily Indigenous language programming for all students, and adapted and reimagined ways to connect with our families and continue school traditions in COVID friendly ways.

# 1. Administration and School Services

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

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

## ***A. Governance of Education Bodies***

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

The Dettah District Education Authority began contracting superintendency services from Yellowknife Education District Number One under the Education Act of the government of the Northwest Territories in 2003; prior to that date, the Dettah District Education Authority (DDEA) was serviced by the now non-existent Dogrib Divisional Education Council beginning in 1968. At this time the main services provided include payroll, human resources and Power School support.

The main objective of the DDEA is to work carefully with school team members and parents to ensure high quality educational opportunities are offered in the community from junior kindergarten to grade eight, and that students attending grades 9-12 in Yellowknife also have their educational needs met. For the third year, the DDEA supported the school team to continue to develop a small high school program for students in grade ten to twelve, targeting students who left school early, or did not earn credits. This program focused on personal and academic goals. For the program to further develop, we will continue to explore options to support the need for further mental health and addictions support services on site.

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

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

### Current DDEA Members Elected in October 2018

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

### Support Members for the DDEA Include

Ed Lippert – Superintendent of Yellowknife Educational District #1

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

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

Sally Ann Drygeese - Willihideh Language Teacher

### Overview

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

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

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

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

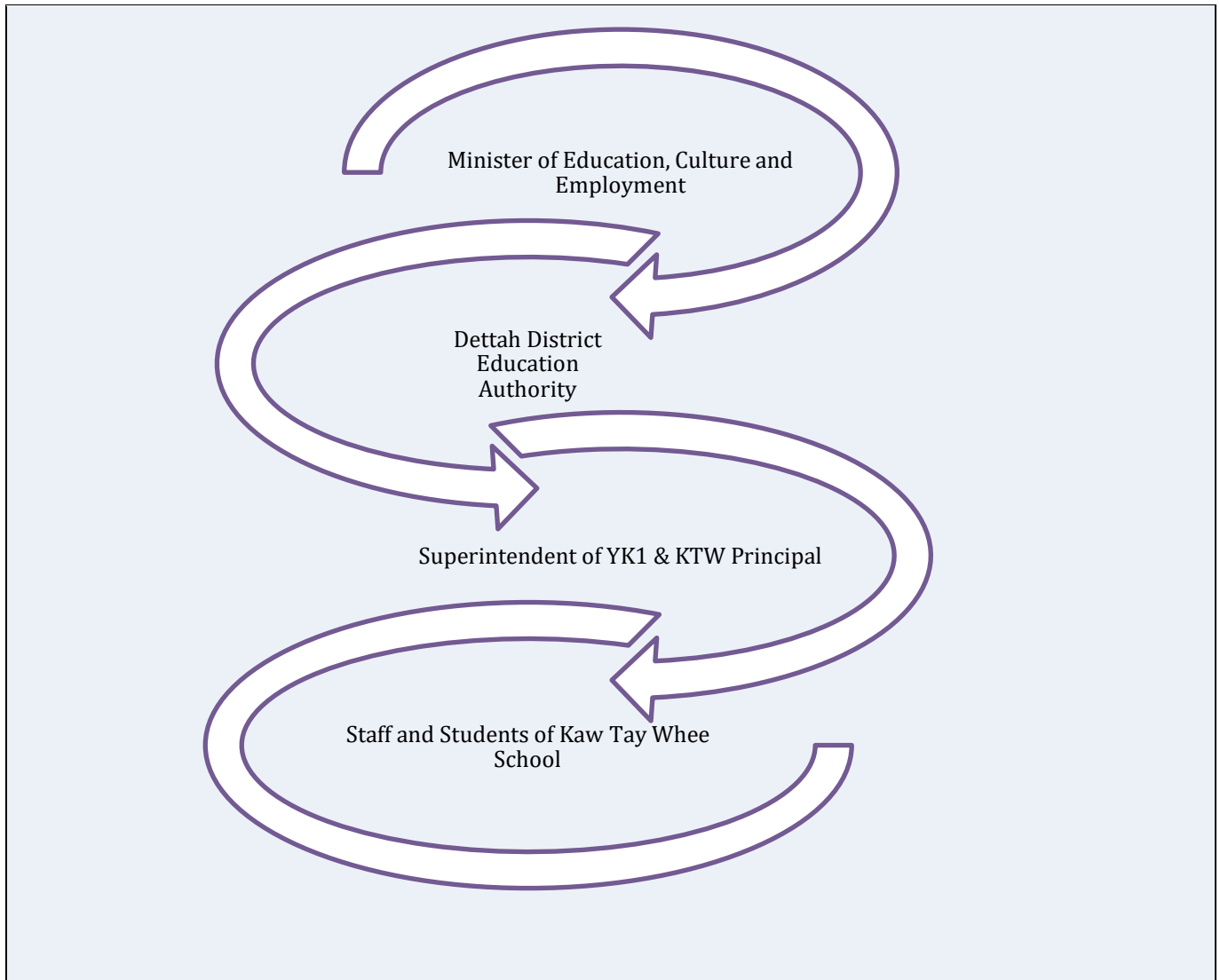
The DEA is very unique in that it does not employ a comptroller, maintenance staff, or HR personnel. Therefore, the principal's role also includes overseeing an annual external audit, a DEA and its general organization, management and growth.

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, documents, and responsibilities required by DECs. Some examples of this would include The Accountability Framework/Operating Plan, the annual report, all budgets and financial reporting, the Safe Schools Plan, being the ATIP representative, being responsible for all technology, and ensuring that everything is prepared for the annual financial audit. This is important to note; as the principal also has teaching responsibilities and is responsible for completing tasks that are undertaken by entire district offices in other parts of the territory.

## ***B. Functional Organizational Chart***

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



### C. Governance Training

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

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Orientation	Unknown due to COVID 19	DEA	Spring, 2021	No	It was not offered or organized by the superintendent

### D. Education Body Meetings

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

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

### E. School Profiles

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

<b>Total Number of Schools in District</b>	<b>1</b>	<b>Total Anticipated Student Head Count</b>	<b>35</b>
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
Kaw Tay Whee School (KTW)	Dettah	JK-12	<p>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.</p> <p>Due to COVID-19 restrictions; we will be unable to offer alternative programming to students aged 19 and over and this is a concern for a variety of reasons.</p>

## ***F. Student Profiles***

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

**Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being home schooled.**

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

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

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

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

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



## G. Teacher Profiles

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

Kaw Tay Whee School currently employ 3 full time classroom teachers; one Aboriginal Language Teacher, 1 Program Support Teacher, one floating group/physical education teacher, and one teaching principal/Regional Inclusive Schooling Coordinator/Regional Indigenous Languages in Education Coordinator. Students are offered physical education, art and music. The school employs a .50 custodian; though we have advertised for and are awaiting another person to join our custodial team.

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

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

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

## 2. Territorial Schools

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

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

## A. Education Body Strategic Planning

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

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

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

<p><b>Regional Priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>Vision Statement:</b></p> <p>“To create a safe learning environment where students can develop both academic and traditional skills as they become community leaders.”</p> <p><b>Mission Statement:</b></p> <p>“We believe in working together to create a thriving community through education, culture and pride.”</p> <p><b>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</b></p> <p><b>Student and Educator Wellness</b></p> <ul style="list-style-type: none"> <li>• Assist families, children and community members to feel safe sending their children to school during the COVID-19 Global Pandemic</li> <li>• Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available</li> <li>• Ensure staff have access to EFAP, NCTS, and Starling Minds information and are reminded about access regularly throughout the year</li> <li>• Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students</li> <li>• Encourage new staff to complete ASIST /MHFA Training and families and students to make use of NCTS services</li> </ul> <p><b>Student Achievement in Numeracy and Literacy and Key Competencies</b></p> <ul style="list-style-type: none"> <li>• Support students to re-build stamina after being away from in-person schooling for a period of six months</li> </ul>
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	<ul style="list-style-type: none"> <li>• Increase student digital literacy skills so we are as prepared as possible if we must switch to distance learning</li> <li>• Continue with school-wide term reading and writing assessments</li> <li>• Reimagine ways to deliver dynamic guided reading programs with very strict current COVID 19 restrictions</li> <li>• Continue to promote creative problem solving and visual thinking with the school-wide use of math journals</li> </ul> <p><b>Language and Culture</b></p> <p><u>Indigenous Language Revitalization</u></p> <ul style="list-style-type: none"> <li>• Continuation of the development of “Frostbite Wìlìdeh Word of the Day Films”</li> <li>• Continuation of the development of a “Whole School Approach” to learning Wìlìdeh</li> <li>• Striving to maintain 150 minutes of Wìlìdeh instruction per week as in-person instruction occurs</li> <li>• If distance education becomes required; ensure access to language classes, videos and experiences in online formats and provide paper materials as well</li> </ul> <p><u>Indigenizing Education</u></p> <ul style="list-style-type: none"> <li>• Continuation of localizing the internal school building with natural and cultural elements</li> <li>• Increase of Wìlìdeh signage throughout the building</li> <li>• Grow the Indigenous literature content in the school and classroom libraries</li> </ul> <p><b>Personalized and Inclusive Schooling</b></p> <p><u>Whole Child and Wrap Around Support Services</u></p> <ul style="list-style-type: none"> <li>• Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene</li> <li>• Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers</li> </ul> <p><u>Speech Language Development</u></p> <ul style="list-style-type: none"> <li>• Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students</li> </ul>
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Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
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<p>% of regional priorities and goals that align with the 5 Shared Priorities.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<ul style="list-style-type: none"> <li>• The school staff worked diligently, despite the multitude of challenges this year to continue to build our language program.</li> <li>• The school continued to offer universal food programming and mental health supports; even during the one-month closure due to the COVID 19 outbreak</li> <li>• The school consistently provided wrap-around services and access to Speech Language and mental health services as well as to personal care as described above</li> </ul>		
<p>Areas for Development for the region</p>	<ul style="list-style-type: none"> <li>• Continue to re-build our usual school wide literacy instructional practices which were impacted b Due to the COVID-19 Pandemic OCPHO restrictions and the inability to work outside of classroom bubbles, lack of the ability to have or host guests, or join together as a school</li> <li>• Continue to re-build and build upon our culture program Due to the COVID-19 Pandemic OCPHO restrictions and the inability to work outside of classroom bubbles, lack of the ability to have or host guests, or join together as a school impacted this programming, as did our one month school closure</li> </ul>		
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<ul style="list-style-type: none"> <li>• Due to staffing challenges and subsequent change, and the need to put our students first, the principal taught full time in the classroom from December to June, and the PST taught full time in the classroom in September, October and June. This caused our school to be very short-staffed with each team member undertaking a multitude of roles and responsibilities. This impacted educator wellness as well as the ability for the principal and PST to use their skills to coach staff and act as instructional leaders as much as they would in a typical school year.</li> </ul>		

## B. School Improvement Planning

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

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

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</b></p> <p><b>Student and Educator Wellness</b></p> <ul style="list-style-type: none"> <li>• Assist families, children and community members to feel safe sending their children to school during the COVID-19 Global Pandemic</li> <li>• Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available</li> <li>• Ensure staff have access to EFAP, NCTS, and Starling Minds information and are reminded about access regularly throughout the year</li> <li>• Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students</li> <li>• Encourage new staff to complete ASIST /MHFA Training and families and students to make use of NCTS services</li> </ul> <p><b>Student Achievement in Numeracy and Literacy and Key Competencies</b></p> <ul style="list-style-type: none"> <li>• Support students to re-build stamina after being away from in-person schooling for a period of six months</li> <li>• Increase student digital literacy skills so we are as prepared as possible if we must switch to distance learning</li> <li>• Continue with school-wide term reading and writing assessments</li> <li>• Reimagine ways to deliver dynamic guided reading programs with very strict current COVID 19 restrictions</li> </ul>
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	<ul style="list-style-type: none"> <li>Continue to promote creative problem solving and visual thinking with the school-wide use of math journals</li> </ul> <p><b>Language and Culture</b></p> <p><u>Indigenous Language Revitalization</u></p> <ul style="list-style-type: none"> <li>Continuation of the development of “Frostbite Wìlìdeh Word of the Day Films”</li> <li>Continuation of the development of a “Whole School Approach” to learning Wìlìdeh</li> <li>Striving to maintain 150 minutes of Wìlìdeh instruction per week as in-person instruction occurs</li> <li>If distance education becomes required; ensure access to language classes, videos and experiences in online formats and provide paper materials as well</li> </ul> <p><u>Indigenizing Education</u></p> <ul style="list-style-type: none"> <li>Continuation of localizing the internal school building with natural and cultural elements</li> <li>Increase of Wìlìdeh signage throughout the building</li> <li>Grow the Indigenous literature content in the school and classroom libraries</li> </ul> <p><b>Personalized and Inclusive Schooling</b></p> <p><u>Whole Child and Wrap Around Support Services</u></p> <ul style="list-style-type: none"> <li>Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene</li> <li>Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers</li> </ul> <p><u>Speech Language Development</u></p> <ul style="list-style-type: none"> <li>Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for those students in need</li> </ul>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	

<p>% of schools in the region for which School Improvement Plans are submitted.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools in the region for which final School Improvement Plans have been shared with the public.</p>	<p>100%</p>	<p>100%</p>	<p>At the DEA level</p>
<p>Areas of Strength for the region</p>	<ul style="list-style-type: none"> <li>• The school staff worked diligently, despite the multitude of challenges this year to continue to build our language program.</li> <li>• The school continued to offer universal food programming and mental health supports; even during the one-month closure due to the COVID 19 outbreak</li> <li>• The school consistently provided wrap-around services and access to Speech Language and mental health services as well as to personal care as described above.</li> <li>• Wihideh signage was increased throughout the school.</li> <li>• The school continued to develop and build our Indigenized environment and language resources, including films in the language.</li> </ul>		
<p>Areas for Development for the region</p>	<ul style="list-style-type: none"> <li>• Continue to re-build our usual school wide literacy instructional practices which were impacted b Due to the COVID-19 Pandemic OCPHO restrictions and the inability to work outside of classroom bubbles, lack of the ability to have or host guests, or join together as a school</li> <li>• Continue to re-build and build upon our culture program Due to the COVID-19 Pandemic OCPHO restrictions and the inability to work outside of classroom bubbles, lack of the ability to have or host guests, or join together as a school impacted this programming, as did our one-month school closure.</li> </ul>		
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<ul style="list-style-type: none"> <li>• Due to staffing challenges and subsequent changes, and the need to put our students first, the principal taught full time in the classroom from December to June, and the PST taught full time in the classroom in September, October and June. This caused our school to be very short-staffed with each team member undertaking a multitude of roles and responsibilities</li> <li>• Due to very strict screening protocols required by the OCPHO and fear after the COVID 19 outbreak, our student attendance this year has been impacted.</li> </ul>		



### C. Annual School Reviews

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

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

Regional approach to the completion of <b>Annual School Reviews, including any specific information related to the COVID-19 pandemic.</b>	Due to COVID-19 measures and the unknown, we do not anticipate having the time or resources to complete a school review this year. Our focus will be elsewhere.
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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.	0%	0%	
% 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	<ul style="list-style-type: none"> <li>Long-term NWT teachers with MAG experience and curricular knowledge</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>Continue to work with incoming teachers to grow an understanding of the meaningful integration of the Dene Kede cornerstone curricular document</li> </ul>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>		

## D. Staff Evaluations

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

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

Regional approach to the completion of <b>Staff Evaluations</b> , including any specific information related to the COVID-19 pandemic.	The principal is responsible for staff evaluations and adheres to the requirements set forth by the department of Education, Culture and Employment. As such, two teachers will be evaluated this year if time and circumstances permit.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	1	1	
Number of principals and assistant principals formally evaluated in the school year.	1	1	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	N/A	N/A	
Number of Superintendents formally evaluated in the school year.	1	0	<ul style="list-style-type: none"> <li>The superintendent attended one DDEA meeting this year</li> <li>The DDEA was not invited to participate in a superintendent evaluation this year</li> </ul>
Areas of Strength for the region	<ul style="list-style-type: none"> <li>Evaluations are a collaborative practice and encourage reflection and growth as well as celebration.</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>While the school staff is keen, inventive, creative and dynamic, the principal's levels of responsibility, especially related to reporting and comptroller work and being without an administrative assistant or comptroller make it difficult to spend as much time coaching staff and being an instructional leader in order to assist staff to grow to their fullest potential.</li> </ul>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### E. Regional Training and In-Service

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

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

<p><b>Regional Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the potential to quickly switch to remote learning, staffing changes or shortages due to potential quarantine, as well as other factors.</p> <p>At this time our plan is as follows:</p>	
	Date	Topic
	August 25	COVID-19 Guidelines, Safety and Protocols
	August 26	Wiihìdeh Language OLC and Dene Kede
	August 27	Differentiated Instruction and Culturally Responsive Pedagogy
	October 23	Additional Planning for Remote Education & Differentiated Instruction
	November 16	Mental Health Support Strategies
	February 25 & 26	Inclusive Schooling <ul style="list-style-type: none"> <li>• IEP and MEP Writing</li> <li>• Assistive Technology</li> <li>• Flexible Teaching Strategies</li> <li>• ELA and Math Strategies for MAG Classrooms</li> </ul>
	May 14	Indigenous Language and Culture OTL Experience
	June 24	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	<ul style="list-style-type: none"> <li>• Varied from original plan.</li> <li>• It was very difficult to predict how the school closure last March would impact our students and community</li> </ul>

			<ul style="list-style-type: none"> <li>All of our STIP days this year required a portion to be related to mental health supports and collaborative planning to best support our students and their learning while undergoing unexpected major staff changes and ensuring that the OCPHO guidelines were respected.</li> </ul>
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	3	3	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	1	1	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>We have been building our collective working understanding about trauma-informed best practice.</li> <li>All classrooms in the school have embraced and spent a significant amount of time building our whole school approach to learning the Wilhildeh language.</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>We will continue to build differentiated instructional practices related to the subjects of math and writing in a multi-age grouped environment.</li> </ul>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	<ul style="list-style-type: none"> <li>The impact of COVID-19 restrictions and school closures required more time for the school staff to focus on mental health supports than originally planned.</li> </ul>		

## F. Literacy Coordinators

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

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

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	0.25	0.25	0.50	0.00	<ul style="list-style-type: none"> <li>No staff. We hope to have this position during the 2021-2022 school year, depending on qualified applicant availability.</li> </ul>

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

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

Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b>	Should a 0.50 literacy coach be recruited, the person will be responsible to support teachers in their classroom practice, as well as with the school-wide guide reading program. Literacy strategy includes guided reading, as well as assessment process, including school-wide writes, reading assessments, and speech.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	Yes	
Areas of Strength for the region			<ul style="list-style-type: none"> <li>The school has continued to engage in a version of school-wide practices related to literacy instruction as possible within the OCPHO restrictions</li> </ul>
Areas for Development for the region			<ul style="list-style-type: none"> <li>Re-visit and re-build our school-wide practices prior to COVID 19 restrictions to best serve students</li> </ul>

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

- Due to the COVID-19 Pandemic OCPHO restrictions and the inability to work outside of classroom bubbles, lack of the ability to have or host guests, or join together as a school, our programming was impacted
- Due to staffing challenges and subsequent change, and the need to put our students first, the principal taught full time in the classroom from December to June, and the PST taught full time in the classroom in September, October and June. This caused our school to be very short-staffed with each team member undertaking a multitude of roles and responsibilities. This situation impacted the amount of support that the principal and PST were able to offer classroom teachers and their ability to act as instructional leaders
- Due to the COVID 19 outbreak in Yellowknife, the school engaged in remote learning for the entire month of May and this impacted in-person instructional opportunities related to literacy
- Due to very strict screening protocols required by the OCPHO and fear after the COVID 19 outbreak, our student attendance this year has been highly impacted

## G. Healthy Food for Learning

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

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

<p>Relevance of the <b>Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic.</b></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. This program will be significantly altered due to the logistical restrictions in place due to COVID-19. Classrooms are small and carpeted and students are required to eat in them. This poses challenges for our usually very robust hot lunch program.</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>	N/A	N/A	
<ul style="list-style-type: none"> <li>Areas of Strength for the region</li> </ul>			<ul style="list-style-type: none"> <li>The school staff provide breakfast, lunch and snacks each day, as well as take-home packs for students in need</li> <li>During the one-month school closure, the school was able to provide fresh food to all families, as well as food cards to anyone in need</li> </ul>
<ul style="list-style-type: none"> <li>Areas for Development for the region</li> </ul>			<ul style="list-style-type: none"> <li>Continue to gather student input for the school nutrition program</li> <li>Continue to seek additional traditional foods to include in the school nutrition program</li> </ul>
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>			

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



## H. Student Success Initiative

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

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<b>SSI Project Proposal Summary</b>	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 Wilhìdeh language. This funding supported a film that was recognized with an award for Best use of an Indigenous Language in a local film festival in March, 2020.
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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	<ul style="list-style-type: none"> <li>The program continued to produce several Wilhìdeh short films this year</li> <li>Some students earned CTS credits for their involvement</li> <li>Students built both their technical knowledge as well as their inter and intra-personal skills during this program</li> <li>Students created a very short film that was featured by Heritage Canada's televised special "Lights Across Canada". The film was entirely in Wilhìdeh</li> </ul>		
Areas for Development	<ul style="list-style-type: none"> <li>Continue to build the program so that students may have an option to build a personal portfolio that could include all films that they have worked on</li> </ul>		
Additional Comments	<ul style="list-style-type: none"> <li>COVID 19 restrictions made it more challenging to operate the program as did some equipment shipping delays</li> </ul>		

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
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Kaw Tay Whee School Film Program	Three years	Yes	
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## I. Safe School Plans

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

The current cycle is:

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

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

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

## J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

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

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

Regional approach to integration of evidence-based <b>healthy relationship programming</b> , including any specific information related to the <b>COVID-19 pandemic</b> .	Kaw Tay Whee School uses a combination of the Second-Step, program and the Mind Up Curriculum. These programs are supplemented with teachings from the Dene Laws, and supplemental workshop-style sessions in collaboration with our public health nurse and NCTS provider. Some school staff are trained in WITS and LEADS and incorporate these programs as well.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%	100%	
% of schools with grade 4-6 students offering LEADS.	100%	100%	
% of schools with grade 7-9 students offering the Fourth R.	0%	0%	
% of schools with grade 10-11 students offering HRPP.	0%	0%	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>• Programs were adhered to and were supplemented with monthly themes from Dene Laws</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>• Offer 4th R during the 2021-2022 school year</li> </ul>		
Additional Comments for the region, including any specific information related to the <b>COVID-19 pandemic</b> .	<ul style="list-style-type: none"> <li>• N/A</li> </ul>		

School Specific Performance Indicators	School Target	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS,	100%	100%	

LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in <i>(if applicable)</i> .			
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### ***K. Second Language Education***

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

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

<b>Language of SL</b> <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	<b>Type of SL program</b> <i>(core, immersion, intensive)</i>	<b>Grades of SL program</b> <i>(per program type)</i>	<b>% of students enrolled</b> <i>(per program type)</i>	<b>Frequency of SL Program</b> <i>(min/week)</i>	<b>Actual Frequency of SL Program</b> <i>(min/week)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
Wiilı̨deh	Core	JK-8	100	150	150	

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

### 3. Inclusive Schooling

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

#### A. Regional Inclusive Schooling Coordinators

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

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

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
0.50	0.50		0.50	

### ***B. Program Support Teachers***

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

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

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
1.00	1.00		1.00	

### ***C. Support Assistants***

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

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

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
0.78	0.00	Rolled into a teacher's salary to work as a co-teacher within MAG classrooms with a variety of students with complex needs that have been further impacted by COVID-19 pandemic schooling.	0.00	Lack of availability.

**D. Inclusive Schooling - Staff Development**

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

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

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$7,575	7,575			

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

<b>Type of Training</b>	<b>Audience Intended (PSTs / Educators / Support Assistants / Principals)</b>	<b>Planned Topic</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
Mental Health First Aid	New teachers		Undetermined	No	<ul style="list-style-type: none"> <li>Staff requiring this training resigned.</li> </ul>
ASIST	Staff that have not been trained		Undetermined	No	<ul style="list-style-type: none"> <li>Lack of time considering the number of unexpected staffing changes</li> <li>Staff did engage in</li> </ul>
Assistive Technology Skills	All staff		Undetermined	Yes	
WITS	Untrained Middle School Teachers		Undetermined	No	<ul style="list-style-type: none"> <li>Staff requiring this training resigned.</li> </ul>
LEADS	Untrained Elementary School Teachers		Undetermined	No	<ul style="list-style-type: none"> <li>Staff requiring this training resigned.</li> </ul>



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

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the potential to quickly switch to remote learning, staffing changes or shortages due to potential quarantine, as well as other factors.</p> <p>At this time our plan is as follows:</p>	
	Date	Topic
	August 25	COVID-19 Guidelines, Safety and Protocols
	August 26	Wiihìdeh Language OLC and Dene Kede
	August 27	Differentiated Instruction and Culturally Responsive Pedagogy
	October 23	Additional Planning for Remote Education & Differentiated Instruction
	November 16	Mental Health Support Strategies
	February 25 & 26	Inclusive Schooling <ul style="list-style-type: none"> <li>• IEP and MEP Writing</li> <li>• Assistive Technology</li> <li>• Flexible Teaching Strategies</li> <li>• ELA and Math Strategies for MAG Classrooms</li> </ul>
	May 14	Indigenous Language and Culture OTL Experience
	June 24	Class Review Preparation
<ul style="list-style-type: none"> <li>• This year the provision of additional professional development during school time was impacted deeply by staffing challenges and subsequent change, and the need to put our students first, the principal taught full time in the classroom from December to June, and the PST taught full time in the classroom in September, October and June. This caused our school to be very short-staffed with each team member undertaking a multitude of roles and responsibilities. We did not have the ability to offer coverage with the exception of attendance at the required PST and RISC meetings.</li> <li>• The staff worked collaboratively to engage in learning around the new Competency Based IEP as well as writing SSPS, engaging in learning about trauma-informed practice, and assistive technology</li> <li>• The staff also completed reading and research and developed a break-out space to meet both sensory and self-regulation needs of students</li> </ul>		

	<ul style="list-style-type: none"> <li>• The PST and RISC received training on Gender Support Plans and the ECE GNWT LGBTQ2S+ Guidelines</li> <li>• The RISC was trained in MAPS and PATHS</li> </ul>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for Difference (if applicable)</b>
% of educators that have been trained on developing and implementing IEPs this year.	100% of new staff	0%	<ul style="list-style-type: none"> <li>• New staff resigned</li> </ul>
% of educators that have been trained on developing and implementing SSPs this year.	100% of new staff	0%	<ul style="list-style-type: none"> <li>• New staff resigned</li> </ul>
% of educators that have been trained on the use of flexible strategies this year.	100% of new staff	0%	<ul style="list-style-type: none"> <li>• New staff resigned</li> </ul>
% of educators that have been trained on the School-based Support Team process this year.	100% of new staff	0%	<ul style="list-style-type: none"> <li>• New staff resigned</li> </ul>
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	N/A	N/A	
% of Support Assistants who have been trained on Inclusive Schooling this year.	N/A	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.	100%	100%	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>• The RISC has close connections with the school team and wider community and has built trusting relationships which is helpful during challenging situations or difficult conversations</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>• Ensuring that new staff are trained in all aspects of inclusive schooling</li> </ul>		
Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	<ul style="list-style-type: none"> <li>• Due to staffing challenges and subsequent change, and the need to put our students first, the principal taught full time in the classroom from December to June, and the PST taught full time in the classroom in September, October and June. This caused our school to be very short-staffed with each team member undertaking a multitude of roles and responsibilities and this has clearly impacted many of our plans for the school year.</li> </ul>		

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).

<b>Name of Contractor</b>	<b>Type of Service</b>	<b>Reason for the Service</b>	<b>School(s) impacted by Service</b>	<b>Length of Contract</b>	<b>Total (\$)</b>
Due to the restrictions of COVID-19; we have not identified any contract services at this time. This may change as the year progresses.					

### ***E. Assistive Technology***

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

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

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$15,251	\$15,251 (+) (will be finalized upon the audit)		<ul style="list-style-type: none"> <li>Laptop computers for students requiring them according to their SSPs</li> </ul>	

## ***F. Healing and Counselling***

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

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

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$13,130	\$13,130			<ul style="list-style-type: none"><li>• Will be provided upon audit.</li></ul>

## G. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>SBST Meetings RISC/PST Planning Meetings Class Reviews Teacher Supervision and Evaluation</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	* as possible with parental signature and meeting
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	Varied	Varied	
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.	unknown	unknown	
Number of times per month that the RISC meets with PSTs via video/phone conference?	N/A	N/A	

Number of times per year that the RISC meet with the PSTs in person	Daily		
Areas of Strength for the region	<ul style="list-style-type: none"> <li>Students typically “loop” with their teacher for several years and this is helpful in determining needs and strategies to help support students</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>Continue to transform existing and all new IEPs to the competency-based model</li> </ul>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<ul style="list-style-type: none"> <li>This has been an extremely challenging year and we have seen an increase in mental health concerns as well as due to very strict screening protocols required by the OCPHO and fear after the COVID 19 outbreak, our student attendance this year has been deeply impacted</li> </ul>		

## H. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <b>including any specific information related to the COVID-19 pandemic.</b>	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 <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	<ul style="list-style-type: none"> <li>Please note that due to staffing challenges this year all meetings occurred after school hours.</li> </ul>
% 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	<ul style="list-style-type: none"> <li>Current school staff are very collaborative and child-centred and all school team members contribute to planning for all children</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>Training new staff members as they join the team to prioritize inclusive schooling methods and practices as we do in the NWT</li> </ul>		



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

- Due to unexpected staffing challenges this year seeing the principal/RISC and PST in the classroom full time for large parts of the school year, all meetings (with the exception of STIP days) occurred after school hours

## I. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b>	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 <i>(if applicable)</i>
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	0%	0%	
% of schools that keep written records of SBST meetings.	100%	100%	<ul style="list-style-type: none"> <li>Action items only, as needed</li> </ul>
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	33%	%	
% of SBST meetings that focus on solving specific problems	33%	%	
% of SBST meetings that address systemic issues in the school	33%	100%	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>Collaborative approach of longer term team members</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>Consistent classroom teaching staff</li> </ul>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	<ul style="list-style-type: none"> <li>Due to staffing challenges and subsequent change, and the need to put our students first, the principal taught full time in the classroom from December to June, and the PST taught full time in the classroom in September, October and June. This caused our school to be very short-staffed with each team member undertaking a multitude of roles and responsibilities.</li> </ul>		

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

## J. Review of SSPs and IEPs

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

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

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b>	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 (if applicable)
% of teachers completing SSPs for student requiring them in consultation with parents.	100% (in collaboration with PST/RISC) and as parents and or <u>guardians</u> are able and available.	100 % (in collaboration with PST/RISC) and as parents or guardians are able and available	
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents participating in developing SSPs for those students requiring them.	100% (in collaboration with PST/RISC) and as parents and or <u>guardians</u> are able and available.	100% (in collaboration with PST/RISC) and as parents or guardians are able and available	
% of parents participating in developing IEPs for those students requiring them.	100%	100% (in collaboration with PST/RISC) and as parents or guardians are able and available	
% 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	<ul style="list-style-type: none"> <li>School staff continue to grow their skills related to the creation and implementation of SSPs and IEPs</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>Continue to work with the wider community to continue to build and understanding of inclusive schooling documentation</li> </ul>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b>	The directive is used as a guide; the team strives to ensure that our school follows the 60:25:15 ration required from ECE. We are anticipating that the impact of COVID-19 will require our PST to potentially spend more time working directly supporting students and directly supporting teachers than mandated.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	66%	<ul style="list-style-type: none"> <li>• Due to staffing challenges, the PST spent almost 1/3 of the school year teaching full-time in the classroom</li> </ul>
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	66	<ul style="list-style-type: none"> <li>• Due to staffing challenges, the PST spent almost 1/3 of the school year teaching full-time in the classroom</li> </ul>
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	66%	<ul style="list-style-type: none"> <li>• Due to staffing challenges, the PST spent almost 1/3 of the school year teaching full-time in the classroom</li> </ul>
<ul style="list-style-type: none"> <li>• Areas of Strength for the region</li> </ul>	<ul style="list-style-type: none"> <li>• The PST is long-serving and as such has developed meaningful relationships with others</li> </ul>		
<ul style="list-style-type: none"> <li>• Areas for Development for the region</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on the impact of COVID 19 and restrictions, return to the time use targets as laid out in the Inclusive Schooling Directive</li> </ul>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

## 4. Indigenous Languages and Education

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

### A. Regional Indigenous Language and Education Coordinators

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

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

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
0.50	0.50		0.50	

## B. Indigenous Language Instructors

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

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
0.75	0.75		1.00	

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

<b>Some regions have indicated difficulty in filling Indigenous language Instructor positions.</b>	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	N/A
What plans do you have to recruit and train language teachers in the future?	Ensure that indigenous students who graduate from high school are recognized and are encouraged to explore all career options available to them, including those related to careers in Indigenous language instruction.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	N/A



### C. Indigenous Education

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

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

<b>Allocated</b> <i>(\$)</i>	<b>Budgeted</b> <i>(\$)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(\$)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>3<sup>rd</sup> Party Funding (\$)</b> & <b>Source</b> <i>(If applicable)</i>
\$25,250	\$25,250		\$25,250 (+)	see audit	

## D. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The COVID-19 safety rules relating to extremely limiting school access and interactions with parents, guardians and community members will have a direct impact on how we try to re-build relationships and trust this year. The school staff will spend morning drop off and afternoon pick up times on the playground and follow physical distancing requirements to meet parents, guardians and community members in person daily during the month of September.</p> <p>After September, we will take a mostly digital approach to connecting with families and will also call home, and send mail. We will keep our social media accounts fresh and fun and accessible for our families so they can see their children learning, happy, and safe inside the school.</p> <p>The staff of Kaw Tay Whee School is committed to being creative to ensure that we can keep and further build relationships and trust with our families and community. The importance of this is a core value of our team.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with an ILE Committee	100%	100%	
% of schools with Elders hired for regular school programming, scheduled on a daily basis	0% - due to COVID-19 restrictions	0%	
% of schools hosting community gatherings rooted in local cultures	0% - due to COVID-19 restrictions	0%	

Areas of Strength for the region	<ul style="list-style-type: none"> <li>•</li> </ul>
Areas for Development for the region	<ul style="list-style-type: none"> <li>• The school team will strive to re-build trust during the 2021-2022 school year, as having the door locked and not hosting events was very difficult on our entire community and impacted relationships</li> <li>• As a goal, our school will try to strengthen the number of key cultural learning experiences that we offer next year</li> <li>• Continue to work toward the establishment of a permanent smokehouse and outdoor learning centre close to the school (this was hampered due to a variety of reasons this year)</li> </ul>
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<ul style="list-style-type: none"> <li>• Our school was required to be a closed campus due to the very strict OCPHO restrictions. We created a special memory book of the school year and each family was provided with one in June to help the community feel like they were part of the school year</li> <li>• We were unable to hold any public events this year, so we created take home “Breakfast with Santa DIY Kits” for each family and included school-made Willideh resources for families to keep</li> <li>• Due to the one month school closure due to the COVID 19 outbreak and staffing challenges, our students did not participate in our regular Spring on the land experiences including our Birch Tap Line and KTW Camp Week</li> </ul>

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	0 - due to COVID-19 restrictions	0	
Types of events/ projects involving cultural resource people per grade level	0 - due to COVID-19 restrictions	2	<ul style="list-style-type: none"> <li>• Berry picking and rabbit snaring</li> </ul>

<p>Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships and use of language</p>	<p>0 - due to COVID-19 restrictions</p>	<p>*</p>	<ul style="list-style-type: none"> <li>• Several films and take-home resources were developed, all based in the Wìlìideh language</li> <li>• During the school closure, Wìlìideh family classes were offered via Zoom</li> </ul>
<p># of ILE Plan goals met, not yet met or still in progress</p>	<p>100% met</p>	<ul style="list-style-type: none"> <li>• As described above</li> </ul>	
<p>Type of Indigenous content visible within school within school and % of school used to display content. <i>(E.g. artefacts, Indigenous role models, Elders' wall, etc.)</i></p>	<p>Language: Word wall, signage, date, number displays in each classroom, phrases in each classroom, etc. Culture: furs, Elder portraits, beading/sewing, YKDFN Historical Timeline, Residential School Apology, Dene Kede and Dene Law monthly displays</p>	<p>100%</p>	

### E. Strengthening Training for Northern Educators

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

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

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the potential to quickly switch to remote learning, staffing changes or shortages due to potential quarantine, as well as other factors. At this time our plan is as follows:	
	Date	Topic
	August 25	COVID-19 Guidelines, Safety and Protocols
	August 26	Williideh Language OLC and Dene Kede
	August 27	Differentiated Instruction and Culturally Responsive Pedagogy
	October 23	Additional Planning for Remote Education & Differentiated Instruction
	November 16	Mental Health Support Strategies
	February 25 & 26	Inclusive Schooling <ul style="list-style-type: none"> <li>• IEP and MEP Writing</li> <li>• Assistive Technology</li> <li>• Flexible Teaching Strategies</li> <li>• ELA and Math Strategies for MAG Classrooms</li> </ul>
	May 14	Indigenous Language and Culture OTL Experience
	June 24	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
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% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Professional reading and interaction with survivors from the community, with a view to more formal, in-person learning when the OCPHO restrictions are relaxed.	As described	
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>Continual growth of whole-school approach to use of our Indigenous language</li> <li>School team knowledge of and commitment to the TRC Calls to Action</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>After COVID 19 restrictions are lifted, and when safe and appropriate for survivors they will be invited to share their stories in person</li> </ul>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	<ul style="list-style-type: none"> <li>The COVID 19 restrictions imposed by the OCPHO have made it very difficult to interact in person with our community this year</li> </ul>		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	Building a deeper understanding of the OLC curriculum and Dene Kede; learning some phrases in Wilhìdeh <ul style="list-style-type: none"> <li>Continued integration of Dene Kede and Dene Law monthly themes across the curricula</li> </ul>	Achieved as described	

	<ul style="list-style-type: none"> <li>• Continued production of Wìlhìdeh Word of the Day films (as possible by COVID 19 Restrictions)</li> <li>• Renewed access to new literature with Indigenous themes in classroom and school libraries</li> <li>• Further Indigenization of toys, games and materials in all classroom settings</li> </ul>		
<p>Number of local resource people and type of involvement in Cultural Orientation activities.</p>	<p>As possible.</p>	<p>Achieved as possible.</p>	

## F. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)</p>	<ul style="list-style-type: none"> <li>• Increase in Wìlìdeh signage and language visible throughout the school</li> <li>• All staff having a copy of OLC curricula and working to weave the use of this and the Dene Kede throughout their teaching</li> <li>• Support the Wìlìdeh Instructor in creating resources for classroom, family, and community use</li> <li>• Continue with the creation of films in Wìlìdeh</li> <li>• Continue to open special events and activities with a prayer in Wìlìdeh</li> </ul>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%*	Recorded, or via distance
Areas of Strength for the region	<ul style="list-style-type: none"> <li>• All classrooms begin their day in Wìlìdeh (classroom meetings, calendar, etc.)</li> <li>• Students and staff converse in Wìlìdeh phrases as often as possible throughout the school day</li> <li>• The school continues to build take-home resources in the language for all of our families so that family practice at home is supported for all language learners</li> <li>• The school has produced several short films in the Wìlìdeh language this year</li> </ul>		



Areas for Development for the region	<ul style="list-style-type: none"> <li>Continue to find COVID-19 restriction inclusive ways to celebrate and use the language and share with families</li> </ul>
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

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

## G. Indigenizing Teaching & Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, <b>including any specific information related to the COVID-19 pandemic.</b> (required 2021)</p>	<ul style="list-style-type: none"> <li>• Ensure teacher access to opportunities to learn and practice Wìlhìdeh</li> <li>• Ensure teachers understand and use culturally responsive, non-colonial pedagogical practices</li> <li>• Provide teachers with access to professional reading to learn more about topics related to Indigenizing education, reconciliation, and culturally responsive pedagogy</li> <li>• Provide teachers with time to brainstorm and collaborate to promote and actively engage in Indigenizing educational practices (<i>ie: holistic, relational, spiral and experiential</i>)</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
<p>Areas of Strength for the region</p>	<ul style="list-style-type: none"> <li>• The school team has continued to build their toolbox of Indigenized educational practices and have focused as much as possible on holistic, relational and experiential practices as possible with our staffing challenges and COVID restrictions this year</li> <li>• The school team took advantage of Dene Kede themes and spent much learning time outside on and around the land close to our school and used an inquiry focus to learn more the natural land around us and important sites in our community</li> <li>• Our school team embraces holistic, relational, spiral and experiential teaching as part of our teaching style</li> </ul>		

Areas for Development for the region	<ul style="list-style-type: none"> <li>We will continue to work toward more professional development related to Indigenizing education during the 2021-2022 school year</li> </ul>
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference (if applicable)
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. (e.g. holistic, relational, spiral and experiential)	<p>Professional development will be offered at various times throughout the year as COVID 19 restrictions permit.</p> <p>Ideally, school staff will spend a minimum of two days on the land to learn about traditions, history, ceremonies and safety.</p> <p>Additional time will be spent working as a team for exploration and collaboration related to Dene Kede, the OLC, and YKDFN.</p>	<ul style="list-style-type: none"> <li>Our school primarily worked toward unpacking the OLC Handbook this year and linking learning experiences with Dene Kede, and founded in the Dene Laws</li> </ul>	
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	<ul style="list-style-type: none"> <li>Whole school approach to language use and the OLC</li> <li>The use of Dene Kede as a foundational planning document</li> <li>Resource alignment with Indigenizing Education</li> <li>On the land practices and traditions</li> </ul>	<ul style="list-style-type: none"> <li>As described</li> </ul>	

## H. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<ul style="list-style-type: none"> <li>• Ensure teacher familiarization with and meaningful use of Dene Kede and inclusion and implementation on year plans, integration through unit plans and in assessments</li> <li>• Provide teachers with opportunities to learn about the history of the YKDFN and ensure inclusion of teaching about the YKDFN as an integrated part of the learning</li> <li>• Ensure teacher access to opportunities to learn and practice Wìlìdeh and monitor for and celebrate use of the language outside of the “core model” language program</li> <li>• Provide teachers with access to professional reading to learn more about topics related to Indigenizing education, reconciliation, and culturally responsive pedagogy; and ensure that classroom libraries for students include many books with Indigenous content</li> <li>• Ensure that Wìlìdeh and student work connected to Dene Kede is published around the school</li> <li>• Ensure that teachers understand the importance of culturally responsive displays around the school including: Elder’s wall, Wìlìdeh word wall, and Dene Kede monthly theme boards</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>• Longer serving team members are committed to Indigenizing content for curricula and learning and are committed to learning more</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>• The school team is committed to helping new team members learn and understand that this is critical work and an on-going expectation for all of us to strengthen these skills at our school</li> </ul>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	Ideally, school team members would spend two full days on the land and additional days and sessions collaborating and exploring Dene Kede and the OLC, as well as YKDFN history.	<ul style="list-style-type: none"> <li>Our school primarily worked toward unpacking the OLC Handbook this year and linking learning experiences with Dene Kede, and founded in the Dene Laws</li> </ul>	<ul style="list-style-type: none"> <li>COVID 19 restrictions and our “closed campus” due to these restrictions made it difficult to facilitate on the land learning this year</li> </ul>
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	100%	100%	
Type of <b>classroom based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	Classroom teachers use Dene Kede as a founding curricular document and therefore infuse other subjects with it. Students explore science, health, social studies and ELA and math as possible in relation to Dene Kede. Teachers rely heavily on literature with Indigenous authors	<ul style="list-style-type: none"> <li>Achieved as planned</li> </ul>	

## I. Offering Key Cultural Experiences

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

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

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	Key cultural experiences are typically offered by season and are based on a number of availability factors.  At this time, due to the many restrictions required from the OCPHO due to COVID 19, it is not yet clear what we will be able to offer our students during the 2020-2021 school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>The school team is committed to offering and supporting key cultural experiences for our students</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>Build our school-based smoke house and outdoor space so we have a “home base” that we can use more regularly for key cultural experiences</li> </ul>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<ul style="list-style-type: none"> <li>COVID 19 restrictions imposed by the OCPHO in our school made the logistics of offering key cultural experiences much more difficult</li> <li>We were able to host a few experiences, and used the land around us within our school bubble for other experiences</li> </ul>		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b> , by grade level, and % of Indigenous language included in experience.	As possible, depending on COVID 19 restrictions.	<ul style="list-style-type: none"> <li>As possible as dictated by COVID 19 restrictions, staffing</li> </ul>	

		challenges, and school closures.	
Type and frequency of relevant and authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.	As possible, depending on COVID 19 restrictions.	<ul style="list-style-type: none"> <li>As possible as dictated by COVID 19 restrictions and school closures.</li> </ul>	
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	As possible, depending on COVID 19 restrictions.	<ul style="list-style-type: none"> <li>As possible as dictated by COVID 19 restrictions and school closures.</li> </ul>	

## J. Strengthening Indigenous Language Instruction

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

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

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<ul style="list-style-type: none"> <li>• Each student will participate in 150 minutes of language instruction following the OLC each week</li> <li>• The Indigenous language instructor will participate in professional development and training as possible</li> <li>• All other school team members will support the Indigenous language instructor in any way possible; including collaborating regarding lessons, activities, and Wiilìdeh film creation</li> </ul>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference (If applicable)</b>
% of schools offering core language programming using OLC	100%	100%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	See above.	100%	
Type of Indigenous language resources being developed to support OLC.	See above.	100%	
Number of staff receiving training and support for development of Indigenous language resources.	See above.	100%	
Areas of Strength for the region	<ul style="list-style-type: none"> <li>• Daily Wiilìdeh classes are an important priority in our school</li> <li>• Many take-home Wiilìdeh language resources have been developed by staff and in collaboration with students</li> <li>• Many short Wiilìdeh films have been produced this year</li> </ul>		
Areas for Development for the region	<ul style="list-style-type: none"> <li>• Brainstorm with students and school team more ideas for take-home resources to support language practice at home</li> </ul>		



Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	•
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### ***K. Community Support***

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

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

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Dettah	\$11,615	11,615		\$11,615 (+)	•	• actual numbers will be provided after the audit

# Department of Education, Culture & Employment Council Approved Budget

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

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Year-end Forecast
<b>OPERATING FUND</b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contribution	28,667,115	27,343,052	27,997,028
Indigeneous Languages Contribution	2,823,595	2,806,189	2,824,283
French Language Contribution	75,000	90,000	90,000
ECE Other Contribution	1,227,964	1,230,000	1,479,462
<b>Sub-Total ECE</b>	<b>32,793,674</b>	<b>31,469,241</b>	<b>32,390,773</b>
GNWT Other Contributions			
<b>Total GNWT</b>	<b>32,793,674</b>	<b>31,469,241</b>	<b>32,390,773</b>
<b>Federal Government - Jordans Principle</b>	<b>12,851,997</b>	<b>3,344,449</b>	<b>5,546,333</b>
<b>Federal Government - Jordans Principle Carry Fwd</b>	<b>454,235</b>	<b>1,055,551</b>	<b>1,055,551</b>
<b>Federal Government</b>	<b>8,020</b>		<b>25,445</b>
<b>Property Tax Requisitioned</b>			
<b>Other School Authorities</b>			
<b>Education Authority Generated Funds</b>			
Rentals			
School Fees			
Sales			
Investment Income	160,000	130,000	113,234
Other	498,649	667,575	620,326
<b>Total Generated Funds</b>	<b>13,972,901</b>	<b>5,197,575</b>	<b>7,360,889</b>
<b>TOTAL REVENUES</b>	<b>46,766,575</b>	<b>36,666,816</b>	<b>39,751,662</b>
<b>EXPENSES</b>			
<b>Administration</b>	<b>3,607,800</b>	<b>3,454,441</b>	<b>2,381,814</b>
<b>School Programs</b>	<b>21,523,745</b>	<b>20,725,861</b>	<b>21,584,896</b>
<b>Operations and maintenance</b>			<b>857,396</b>
<b>Inclusive Schooling</b>	<b>5,732,739</b>	<b>5,043,411</b>	<b>4,327,876</b>
<b>Indigeneous Languages and Education</b>	<b>3,323,851</b>	<b>2,906,189</b>	<b>2,782,666</b>
<b>Jordans Principle</b>	<b>13,306,232</b>	<b>4,400,000</b>	<b>6,601,884</b>
<b>Transfers to Capital</b>			
<b>Debt Services</b>			
<b>TOTAL EXPENSES</b>	<b>47,494,367</b>	<b>36,529,902</b>	<b>38,536,532</b>
<b>SURPLUS (DEFICIT)</b>	<b>(727,792)</b>	<b>136,914</b>	<b>1,215,130</b>
<b>PROJECTED ACCUMULATED SURPLUS (DEFICIT)</b>	<b>1,708,138</b>	<b>1,353,198</b>	<b>2,435,930</b>

**Department of Education, Culture & Employment  
Council Approved 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
<b>SALARIES</b>					
Teachers' Salaries		11,703,888			11,703,888
Instruction Assistants		336,888			336,888
Regional Coordinators		773,927	422,142	211,071	1,407,140
Program Support Teachers			1,520,358		1,520,358
Assistive Technology			47,980		47,980
Support Assistants			1,486,346		1,486,346
Indigenous Language Instruction				1,341,441	1,341,441
Cultural Resource Staff				0	0
Elders in Schools				239,863	239,863
Non Instructional Staff	1,197,001	1,105,010			2,302,011
Board/Trustee Honoraria	22,125				22,125
<b>EMPLOYEE BENEFITS</b>					
Employee Benefits/Allowances	656,951	2,595,858	1,446,138	585,463	5,284,410
Leave And Termination Benefits	680,000				680,000
<b>STAFF DEVELOPMENT (Including Travel)</b>					
	42,000	10,000	177,782	19,825	249,607
<b>SERVICES PURCHASED/CONTRACTED</b>					
Professional/Technical Services	331,750	80,000	89,000	10,650	511,400
Postage/Communication	17,500	72,750			90,250
Utilities		0			0
Travel	170,076	67,350	81,000	84,500	402,926
Student Transportation (Busing)		74,752	0		74,752
Advertising/Printing/Publishing	10,000			50,000	60,000
Maintenance/Repair		19,750			19,750
Rentals/Leases	165,000	58,700		46,500	270,200
Other Contracted Services	5,600	166,115	72,000	5,000	248,715
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
Assistive Technology			152,263		152,263
Materials	279,797	4,388,256	225,315	719,539	5,612,907
Freight	30,000	70,500	12,415	10,000	122,915
<b>TRANSFERS TO CAPITAL</b>					
					0
<b>TOTAL</b>	<b>3,607,800</b>	<b>21,523,745</b>	<b>5,732,739</b>	<b>3,323,851</b>	<b>34,188,135</b>

**Department of Education, Culture & Employment  
Council Approved Budget**

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

	<b>General Inclusive Schooling</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b><u>SALARIES</u></b>			
Regional Coordinator	422,142		<b>422,142</b>
Program Support Teachers	1,520,358		<b>1,520,358</b>
Support Assistants	1,486,346		<b>1,486,346</b>
Assistive Technology	47,980		<b>47,980</b>
<b><u>EMPLOYEE BENEFITS</u></b>			
Employee Benefits/Allowances	1,446,138		<b>1,446,138</b>
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>			
	177,782		<b>177,782</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>			
Professional/Technical Services	89,000		<b>89,000</b>
Travel	81,000		<b>81,000</b>
Student Transportation	0		<b>0</b>
Other Contracted Services	72,000		<b>72,000</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>			
Assistive Technology	152,263		<b>152,263</b>
Materials	225,315		<b>225,315</b>
Freight	12,415		<b>12,415</b>
<b>TOTAL</b>	<b>5,732,739</b>	<b>0</b>	<b>5,732,739</b>

**Department of Education, Culture & Employment  
Council Approved Budget**

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

	<b>Indigenous Education</b>	<b>Our Languages Curriculum Resource Development (TLC's)</b>	<b>Community Support</b>	<b>Total</b>
<b><u>SALARIES</u></b>				
Regional Coordinator	211,071			<b>211,071</b>
Language Instruction	1,341,441			<b>1,341,441</b>
Cultural Resource Staff	0		0	<b>0</b>
Elders in Schools	123,500	46,363	70,000	<b>239,863</b>
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances	585,463		0	<b>585,463</b>
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>				
	19,825		0	<b>19,825</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Service	650		10,000	<b>10,650</b>
Travel	26,250	40,000	18,250	<b>84,500</b>
Student Transportation (Bussing)				<b>0</b>
Advertising/Printing/Publishing		50,000		<b>50,000</b>
Rentals/Leases	25,250		21,250	<b>46,500</b>
Other Contracted Services	5,000		0	<b>5,000</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials	471,767	70,000	177,772	<b>719,539</b>
Freight	0	10,000	0	<b>10,000</b>
<b>TOTAL</b>	<b>2,810,216</b>	<b>216,363</b>	<b>297,272</b>	<b>3,323,851</b>

**Department of Education, Culture & Employment  
Council Approved Budget**

**Beaufort Delta Education Council  
Details of Jordans Principle  
Annual Budget**

<b>For period year ending</b>	<b>June 30, 2021</b>	<b>June 30, 2020</b>
<b><u>Revenue</u></b>		
Government of Canada - First Nations and Inuit Health Branch	12,851,997	6,000,568
Carry Forward from Previous Year	454,235	1,055,551
<b>Total Revenue</b>	<b>13,306,232</b>	<b>7,056,119</b>
<b><u>Expenditures</u></b>		
Administration	1,330,623	540,405
Personnel	11,975,609	6,061,479
Transportation		
Materials and Supplies		
Rent and Utilities		
Evaluation		
Other		
<b>Total Expenditures</b>	<b>13,306,232</b>	<b>6,601,884</b>
<b>TOTAL</b>	<b>0</b>	<b>454,235</b>

**Beaufort Delta Education Council  
2020 - 2021 Budget**

**Schedule of Budgeted Approved Person Years**

	<u>2020-2021</u> <u>Person Years</u>	<u>2019-2020</u> <u>Person Years</u>
<b>Administration Staff</b>	9.30	9.30
<b>Other - IT</b>	0.75	2.00
<b>Territorial Schools</b>		
Teachers	102.00	101.00
Consultants	5.50	5.00
Classroom Assistants	0.00	0.00
Secretaries	6.10	6.10
Custodians	12.22	12.22
School Community Counsellors	0.00	0.00
IT - NDL		
<b>Inclusive Schooling:</b>		
Regional Coordinators	3.00	1.00
Program Support Teachers	13.25	13.25
Wellness Counsellors	0.00	0.50
Support Assistants	21.85	21.85
Assistive Technology	0.50	0.00
<b>Indigenous Languages and Education</b>		
Regional Coordinator	1.50	1.50
Indigenous Languages Instruction Staff	12.75	13.25
<b>Total Person Years</b>	<u>188.72</u>	<u>186.97</u>

**Department of Education, Culture & Employment  
Council Approved Budget**

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

**Budget Distribution**

<b>Regional Coordinator</b>	<b>Indigenous Language Instruction Staff</b>	<b>General Indigenous Education</b>	<b>Teaching and Learning Centres</b>	<b>Community Support</b>	<b>Total</b>	
Regional Office	289,402	16,000	216,363	-	521,765	
Aklavik - Moose Ker School	294,389	78,052		37,898	410,339	
Fort McPherson - Chief Julius School	144,691	67,068		23,799	235,558	
Inuvik - East Three Elementary	417,878	78,279		36,472	532,629	
Inuvik - East Three Secondary	-	278,585	85,650	22,659	386,894	
Paulatuk - Angik School	159,174	70,425		33,880	263,479	
Sachs Harbour - Inualthuyak School	79,977	68,646		28,821	177,444	
Tsiigehtchic - Chief Paul Nitidchie School	109,295	73,576		25,602	208,473	
Tuktoyaktuk - Mangilaluk School	216,684	45,536		45,899	308,119	
Uluhaktok - Helen Kalvak School	165,506	81,404		32,242	279,152	
<b>TOTAL</b>	<b>289,402</b>	<b>1,866,179</b>	<b>664,635</b>	<b>216,363</b>	<b>287,272</b>	<b>3,323,851</b>



**Dettah District Education Authority**

**Financial Statements**

**June 30, 2021**

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# Dettah District Education Authority

## Financial Statements

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June 30, 2021

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# Management Discussion and Analysis

## **Introduction**

### **Dettah District Education Administration:**

Dr. Cindi Valasenik – 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 while-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, due to COVID restrictions was put on hold during the 2020-2021 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 4.0 full time teachers, 1.0 language teacher/EA, 1.0 PST, and 1.0 teaching principal, who also encompassed the role of Regional Inclusive Schooling Coordinator (RISC) and Regional Indigenous Languages in Education (RILE).

When considering school population and staffing, it is important to note that the teaching principal/RISC/RILE position includes a variety of responsibilities, not normally required in this role, due

to the unique position of the Dettah District Education Authority. The Dettah District Education Authority contracts superintendency services from Yellowknife Education District Number One.

- The DDEA is site-based-managed for funding, and is also independently audited. The day-to-day responsibilities and management of these tasks is part of the principal's job; as are any responsibilities that are designated to him/her by the DEA Chair
- The principal therefore is responsible to ensure that documentation is ready for the annual financial audited statements
- The principal is responsible for working with contractors, the GNWT, and many other bodies directly, as opposed to being filtered through school-board level coordinators
- The principal is also responsible for all pieces of the complete Operating Plan (Accountability Framework), Annual Report, and the Inclusive Schooling Compliance Tool
- The principal also acts as the ATIP coordinator for the DDEA and fulfills other roles and completes other responsibilities as required

### **Operating Environment**

#### **Strengths and Opportunities:**

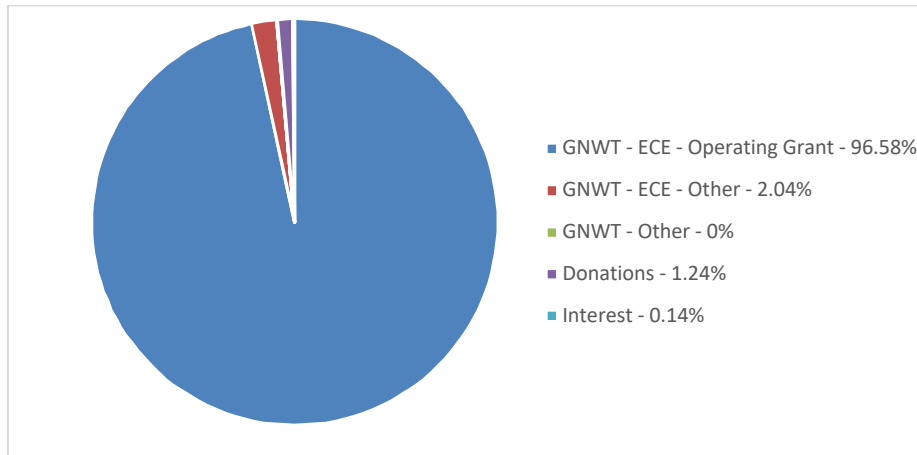
- Consistently positive working relationship between Dettah District Education Authority and Kaw Tay Whee School Staff; maximizing the potential for a positive learning environment for students and support for families
- An increase in the amount and quality of instruction in the local Wiiliideh language, by a caring and qualified individual from the community
- An increase in grades offered over the past several years, to now encompass junior kindergarten to the alternative high school program; therefore maximizing potential for students to access high quality learning in the home community, and ensuring that there are no barriers with transportation if a student is late. This year, the school has continued to offer grade nine to students following IEPs, should they wish to remain in the community
- Over the past twelve years, the school and school staff have received many accolades and awards; including the Prime Minister's Award for Teaching Excellence Certificate of Achievement, and a Canada's Outstanding Principal award; attesting to the change in student achievement, and attendance; most recently the school has been lauded for its multi-award-winning film program
- The Dettah District Education Authority and school management have carefully managed funds to ensure that a reasonable operating surplus is available for the future, should enrollment change due to families moving out of the community, or for a low birth year; both of which can cause a major impact on school enrollment

#### **Challenges and Threats:**

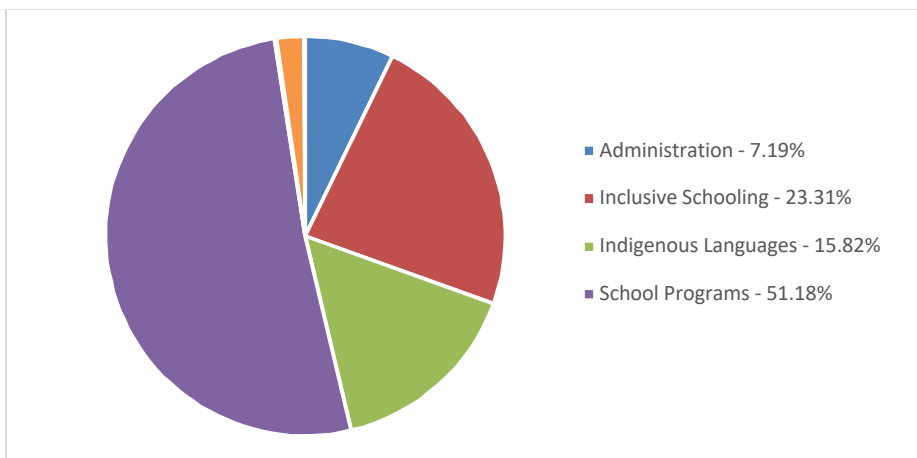
- This year the DEA continued to face financial challenges as many positions or services have either been cut in the funding, or do not receive any funding; examples include a cut to the custodian position, bus funding that does not provide for the actual cost amount, the fee for superintendency services, as well as fees for any book-keeping or the annual audit.

- As in years past; due to large families moving away from Dettah, or a low birth year in the community, school enrollment can be volatile and unpredictable from year to year; thus providing a challenge for the number of grades offered in one room, and in providing assistance for those students requiring one-on-one support. In order to minimize threat, as school funding changes, the DDEA has ensured a small surplus to attempt to maintain the integrity of school programming and staff allocations to best meet the needs of our students

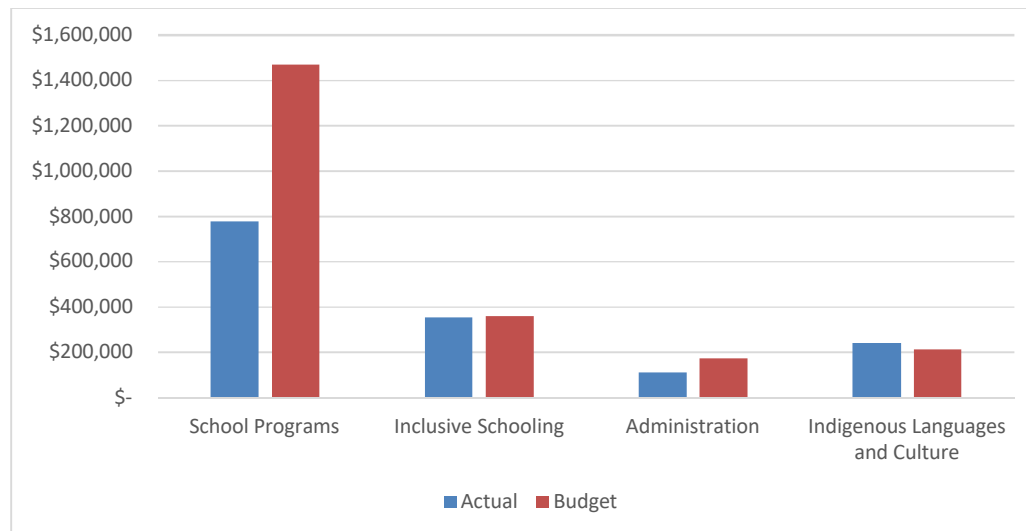
**Operating Revenue for the DDEA in 2020-2021**



**Expenses by program for the DDEA in 2020-2021**



### **Operating expenses actual compared to budget for DDEA in 2020-2021**



### **Financial Condition**

The Authority's financial assets increased from \$680,283 to \$917,538. This year the net financial assets (financial assets less liabilities) were \$811,622 compared to \$538,453 in the prior year, indicating a stronger financial position.

The Authority had an operating surplus of \$273,631 for the year compared to an operating surplus of \$99,579 in the prior year. The increase in 2020-2021 surplus compared to 2019-2020 can be attributed to the increase in ECE contributions due to higher enrolment. The accumulated surplus at year end is \$812,084.

Accounts payable and accrued liabilities have decreased from \$53,928 to \$40,463 due to the timing of payments at year end.

The Yellowknife Education District #1 Payable remained nil (2020 – nil). This is due to the Authority having paid the July and August 2021 by June 30, 2021. As such, there is no outstanding payable balance for the year.

Dettah DEA received 99% (2020 – 99%) of its funding from the GNWT. The core funding increased from \$1,586,622 to \$1,727,135 in the current year. Other revenues in the current year mainly consists of donations from the Food First Foundation and the Breakfast Club of Canada, totaling \$14,380.

## **Summary and Outlook**

### **Achievements and Successes:**

- Students in need of speech support has continued to grow; yet students received on-on-one support on a daily basis to improve their skills
- School staff remained consistent; with over 50% of employees being employed at the school for five years or longer
- Attendance of community members and family members at school events continued to increase

### **Top Priority Challenges for the Coming Year:**

- The COVID-19 Global Pandemic remains having an unpredictable impact on enrolment
- In order to minimize the impact on school programming, and experiences, school management will continue to work with outside stakeholders and partners to provide opportunities for students without impacting current allocations



## Management's Responsibility for Financial Reporting

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

### Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2021

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

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

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

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

Approved and confirmed on behalf of the Dettah District Education Authority



Principal  
Dettah District Education Authority

September 29, 2021

## Independent Auditors' Report

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

### Report on the Audit of the Financial Statements

#### **Opinion**

We have audited the accompanying financial statements of Dettah District Education Authority (the "Education Authority") which comprise the statement of financial position as at June 30, 2021, the statements of operations, changes in net 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 Dettah District Education Authority as at June 30, 2021, 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 Education Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Authority or to cease operations, or has no realistic alternative but to do so.

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

### ***Auditors' Responsibilities for the Audit of the Financial Statements***

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

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

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

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

## Independent Auditors' Report (continued)

### *Report on Compliance with Specified Authorities*

In conjunction with the audit of the financial statements, we have audited transactions of the Education Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Education Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Education Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

*Crowe MacKay LLP*

**Yellowknife, Northwest Territories  
September 29, 2021**

**Chartered Professional Accountants**

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# Dettah District Education Authority

## Statement of Financial Position

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As at June 30, 2021      2020

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### Financial Assets

Cash and cash equivalents (Note 5)	\$ 917,424	\$ 678,743
Accounts receivable (Note 9)	114	1,540
	<b>917,538</b>	680,283

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### Liabilities

Accounts payable and accrued liabilities (Note 11)	40,463	53,928
Payroll liabilities (Note 11)	847	796
Deferred revenue (Note 12)	27,713	-
Contributions repayable (Note 13)	2,000	54,400
Leave and termination benefits (Note 18)	34,893	32,706
Due to Yellowknife Education District No. 1 (Note 25)	4,872	-
	<b>105,916</b>	141,830

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**Net financial assets** **811,622**      538,453

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### Non-financial Assets

Prepaid expenses 462      -

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**Accumulated Surplus** **\$ 812,084**      \$ 538,453

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Contractual obligations and contingencies (Note 23 and 24)

Approved on behalf of the Education Authority



Chairperson



Principal

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# Dettah District Education Authority

## Statement of Operations

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For the year ended June 30,	2021	2021	2020
	Budget (unaudited)	Actual	Actual
<b>Revenues</b>			
<b>Government of the NWT</b>			
ECE regular contributions	\$ 1,846,000	\$ 1,727,135	\$ 1,586,622
ECE other contributions (Note 31)	-	36,548	15,000
<b>Total GNWT ECE</b>	<b>1,846,000</b>	<b>1,763,683</b>	<b>1,601,622</b>
Other GNWT contributions (Note 32)	15,600	-	16,279
<b>Total GNWT</b>	<b>1,861,600</b>	<b>1,763,683</b>	<b>1,617,901</b>
<b>Education body generated funds</b>			
Donations	30,000	22,163	37,925
Investment Income	4,000	2,535	6,527
Other	6,000	-	-
	40,000	24,698	44,452
<b>Total Revenues</b>	<b>1,901,600</b>	<b>1,788,381</b>	<b>1,662,353</b>
<b>Expenses (Schedule 1)</b>			
School programs	1,468,800	775,316	871,811
Inclusive schooling	358,600	353,136	295,111
Administration	170,000	108,860	126,973
Indigenous languages and culture	212,000	239,650	223,273
Community contribution fund	-	2,864	-
COVID-19	-	33,570	43,625
President's Choice Children's Charity	-	1,354	1,981
	<b>2,209,400</b>	<b>1,514,750</b>	<b>1,562,774</b>
<b>Operating surplus before other items</b>	<b>(307,800)</b>	<b>273,631</b>	<b>99,579</b>
<b>Other Items</b>			
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)
<b>Operating surplus</b>	<b>(307,800)</b>	<b>273,631</b>	<b>99,579</b>
<b>Opening accumulated surplus</b>	<b>538,453</b>	<b>538,453</b>	<b>438,874</b>
<b>Closing accumulated surplus</b>	<b>\$ 230,653</b>	<b>\$ 812,084</b>	<b>\$ 538,453</b>

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**Dettah District Education Authority**

**Statement of Changes in Net Assets**

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<b>For the year ended June 30,</b>	<b>2021</b>	<b>2020</b>
<b>Operating surplus</b>	<b>\$ 273,631</b>	<b>\$ 99,579</b>
Change in prepaid expenses	(462)	-
<b>Increase in net financial assets</b>	<b>273,169</b>	<b>99,579</b>
<b>Net assets, beginning of year</b>	<b>538,453</b>	<b>438,874</b>
<b>Net assets, end of year</b>	<b>\$ 811,622</b>	<b>\$ 538,453</b>

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**Dettah District Education Authority****Statement of Cash Flows**

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<b>For the year ended June 30,</b>	<b>2021</b>	<b>2020</b>
<b>Cash provided by:</b>		
<b>Operating transactions</b>		
Operating surplus	<b>\$ 273,631</b>	\$ 99,579
<b>Changes in non-cash assets and liabilities</b>		
Decrease in accounts receivable	1,426	(1,540)
Decrease in accounts payable	(13,468)	14,576
Increase in payroll liabilities	54	(2,436)
Decrease in due to Yellowknife District Education No. 1	-	(179,187)
Decrease in contribution repayable	(52,400)	54,400
Increase in deferred revenue	27,713	(54,400)
Increase in leave and termination benefits	2,187	2,429
Increase in prepaid expenses and deposits	(462)	-
	<b>(34,950)</b>	(166,158)
<b>Increase (decrease) in cash and cash equivalents</b>	<b>238,681</b>	(66,579)
<b>Cash and cash equivalents, at beginning of year</b>	<b>678,743</b>	745,322
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 917,424</b>	\$ 678,743



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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 1. Nature of Operations

The Dettah District Education Authority (the "Education Authority") was established under the *Education Act* of the Government of the Northwest Territories ("GNWT") by order of the Minister dated February 12, 2004. Its purpose is to administer and maintain the standards of educational programs in Dettah as defined under the Act. A full range of instructional programs ranging from kindergarten through grade 12 is offered by the Authority.

The Education Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Authority includes all aspects of operation and management. The Education Authority is the lowest (and sole) level of government exercising oversight responsibility.

The Education Authority is a public body performing a function of government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing the function of government in Canada is exempt from taxation.

### 2. COVID-19

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Education Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus ( such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) having had a material impact on the Education Authority's operations.

To mitigate the risk of the virus spreading in the community, the school was required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Education Authority recieved \$56K additional funding from the Department of Education, Culture and Employment during the year, the purpose of which was to provide COVID-19 related cost offsets for the reopening of the school in the fiscal year. The unused portion will continue to be used in the subsequent periods to fund COVID-19 related expenses.

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 3. Significant Accounting Policies

#### (a) Basis of Accounting

These financial statements have been prepared in accordance with Canadian public sector accounting standards.

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

#### (b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

#### (c) Financial Instruments

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

Financial assets measured at amortized cost include cash and cash equivalents, and accounts receivable.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, contributions repayable, and amounts due to Yellowknife Education District No. 1.

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

#### (d) Non-Financial Assets

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

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 3. Significant Accounting Policies (continued)

#### (e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the Government of the Northwest Territories. The Minister grants to the Education Authority the full occupancy and use of such facilities and equipment where requested for the administration and delivery of education system programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the Government of the Northwest Territories. Capital assets with a value of less than \$50,000 are recorded as a current expenses.

#### (f) Revenue Recognition

##### **Government Transfers:**

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

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

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

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

##### **GNWT - Regular Contributions:**

The regular contributions from the GNWT is determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Education Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT. 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.

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 3. Significant Accounting Policies (continued)

#### (f) Revenue recognition (continued)

##### Deferred revenue

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

##### Investment income

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

##### Donations

Donations are recognized in the period they are received.

##### Special Purpose 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.

#### (g) Budget Data

The *Education Act* of the Northwest Territories requires that Education Authorities prepare an annual budget, as outlined in Section 117.

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

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

This annual budget includes estimates of revenue and expenses for the Operating fund surplus. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

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

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 3. Significant Accounting Policies (continued)

#### (h) Measurement Uncertainty

The preparation of financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

#### (i) Inventories including Materials and Supplies

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

#### (j) Post-employment Benefits, Compensated Absences and Termination Benefits

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

#### (k) Expenses

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

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 3. Significant Accounting Policies (continued)

#### (I) Segment Disclosures

The Schedule of Operating Fund - Detail of Expenditures has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expenditure activities of the Board. For each reported segment, revenue and expenditures represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that falls under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Administration: pertains to the provision of board governance and central office administration, operation and maintenance.

Indigenous Languages and Culture: pertains to indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

Community Contribution Fund: pertains to purchases of hygiene items and food cards for families in need

President's Choice Children's Charity: pertains to the provision of food program

COVID-19 Expenses: pertains to expenses incurred during the year to address issues caused by the COVID-19 pandemic.

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, 2023. Earlier adoption is permitted.

### 5. Cash and Cash Equivalents

	2021	2020
Cash and cash equivalents	<b>\$ 917,424</b>	\$ 678,743

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 6. Special Purpose Funds

The Education Authority does not have special purpose funds.

### 7. Restricted Assets

The Education Authority does not have restricted assets.

### 8. Portfolio Investments

The Education Authority does not have any portfolio investments.

### 9. Accounts Receivable

The Education Authority has accounts receivable from the following customer:

	2021		2020
GNWT ECE	\$ 114	\$	-
Breakfast Club of Canada	-		1,540
	<b>\$ 114</b>	<b>\$</b>	<b>1,540</b>

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### 10. Inventory

The Education Authority does not record inventory as per note 3(i).

### 11. Accounts Payable and Payroll Liabilities

	2021		2020
Trade payable	\$ 40,463	\$	53,928
Payroll liabilities	847		796
	<b>\$ 41,310</b>	<b>\$</b>	<b>54,724</b>

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### 12. Deferred Revenue

	2021		2020
<b>Government of Northwest Territories</b>			
Department of Education, Culture and Employment	<b>\$ 27,713</b>	<b>\$</b>	<b>-</b>

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 13. Contributions Repayable

	2021	2020
<b>Government of the Northwest Territories</b>		
Department of Education, Culture and Employment	\$ 2,000	\$ 2,000
<b>Government of Canada</b>		
Jordan's Principle	-	52,400
	<b>\$ 2,000</b>	<b>\$ 54,400</b>

### 14. Due From and To the Government of Canada

The Education Authority does not have amounts due from or to the Government of Canada.

### 15. Capital Lease Obligations

The Education Authority does not have capital lease obligations.

### 16. Pensions

The Education Authority makes contributions to the Northern Employee Benefits ("NEBS") Pension Plan, which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$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 \$183,838 for January 2021, and \$175,176 for January 2020. The maximum monthly contributions is \$3,245 for January 2021, and \$3,093 for January 2020.

NEBS is an employer owned program and as such the Education Authority will be liable for its portion of any shortfall. The Plan serves 3,534 Employee Members and 117 Employer Members (total active, disabled and on leave 2,035).

As of January 1, 2021, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$45,100,000 - funded ratio 118% (2020 - \$31,200,000 and 113%) on a going concern valuation basis. The Plan had a solvency ratio deficiency of \$164,720,000 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.

### 17. Long-Term Debt

The Education Authority does not have long-term debt.



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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 18. Post-Employment Benefits and Compensated Absences and Termination Benefits

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

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

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

#### Valuation results

The actuarial valuation was completed as at March 31, 2021. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2021 and the results extrapolated to June 30, 2021. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.

<b>Changes in Obligations</b>	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>2021</b>
Accrued benefit obligation, beginning of year	\$ 17,647	\$ 7,049	\$ 24,696
Current period benefit cost	2,005	604	2,609
Interest accrued	490	191	681
Benefits payments	-	-	-
Actuarial (gain)/loss	(5,539)	(2,394)	(7,933)
<b>Accrued benefit obligations end of year</b>	<b>(14,603)</b>	<b>(5,450)</b>	<b>(20,053)</b>
<b>Unamortized net actuarial loss</b>	<b>(11,692)</b>	<b>(3,148)</b>	<b>(14,840)</b>
<b>Accrued benefit liability</b>	<b>(26,295)</b>	<b>(8,598)</b>	<b>(34,893)</b>
<b>Benefit expenses</b>			
Current service costs	2,005	604	2,609
Interest costs	490	191	681
Amortization of actuarial gains	(1,042)	(61)	(1,103)
	<b>\$ 1,453</b>	<b>\$ 734</b>	<b>\$ 2,187</b>

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 18. Post-Employment Benefits and Compensated Absences and Termination Benefits (continued)

The discount rate used to determine the accrued benefit obligation was an average of 2.70%, (2019 - 3.20%). The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
2022	\$ 2,007	\$ 612	\$ 2,619
2023	1,576	332	1,908
2024	1,335	197	1,532
2025	1,171	132	1,303
2026	960	34	994
2027- 2031	4,684	1,382	6,066
<b>Total</b>	<b>\$ 11,733</b>	<b>\$ 2,689</b>	<b>\$ 14,422</b>

### 19. Trust Assets Under Administration

The Education Authority does not have trust assets under administration.

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 20. Tangible Capital Assets

The Education Authority does not have tangible capital assets.

### 21. Prepaid Expenses and Deposits

The Education Authority has prepaid expenses and deposits of \$462 (2020 - \$nil).

### 22. GNWT Assets Provided At No Cost

	Cost	Accumulated Amortization	2021 Net Book Value	2020 Net Book Value
Kaw Tay Whee	\$ 895,327	\$ 568,973	\$ 326,354	\$ 368,465

Rent expense of \$42,111 (2020 - \$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 Education Authority is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Authority enters into transactions with these entities in the normal course of business. These transactions have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties. The Education Authority is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are summarized in this note.

	2021	2020
<b>Due to Related Party</b>		
Yellowknife Education District No. 1	\$ 4,872	\$ -
	2021	2020
<b>Revenues from related parties</b>		
Government of the Northwest Territories		
Department of Education, Cultural and Employment	\$ 1,763,683	\$ 1,601,622
Department of Municipal and Community Affairs	-	15,675
Department of Health and Social Services	-	604
<b>Total revenues from related parties</b>	<b>\$ 1,763,683</b>	<b>\$ 1,617,901</b>

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## Dettah District Education Authority

### Notes to Financial Statements

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June 30, 2021

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#### 25. Related Parties (continued)

	2021	2020
<b>Expenses Paid to Related Parties</b>		
Yellowknife Catholic Schools - Transfer costs	\$ 189,710	\$ 250,256
Yellowknife Education District No. 1 - Superintendent fees and custodian salaries	46,345	41,497
<b>Total expenses to related parties</b>	<b>\$ 236,055</b>	<b>\$ 291,753</b>

#### 26. Budget Data

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

The budget figures presented are those approved by the Minister of Education, Culture and Employment on July 3, 2020 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 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 by type of risk below.

##### a) Credit risk

Credit risk is the risk of financial loss to the Education Authority if a debtor fails to make payments of interest and principal when due. The Education Authority is exposed to this risk relating to its cash and cash equivalents. The Education Authority holds its cash and cash equivalents in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the Education Authority's cash in accounts are insured up to \$100,000.

The Education Authority's maximum exposure to credit risk is represented by the financial assets balance for a total of \$917,538 (2020 - \$680,283).

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# Dettah District Education Authority

## Notes to Financial Statements

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June 30, 2021

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### 28. Financial Instruments (continued)

#### b) Liquidity risk

Liquidity risk is the risk that the Education Authority will not be able to meet all cash outflow obligations as they come due. The Education Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The Education Authority's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, payroll liabilities, contributions repayable and amounts due to Yellowknife Education District No. 1 for a total \$72,176 (2020 - \$162,728). The Education Authority has a credit facility with a limit of up to \$50,000.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures, and methods used to measure the risk.

The table below shows when various financial assets and liabilities mature:

<b>Financial assets</b>	Up to 6 months
Cash and cash equivalents	\$ 917,538
<b>Total financial assets</b>	<b>\$ 917,538</b>
Total financial assets - prior year	\$ 680,283
<b>Financial liabilities</b>	Up to 6 months
Accounts payable and accrued liabilities	\$ 40,463
Contributions Repayable	2,000
Accrued payroll liabilities	847
<b>Total financial liabilities</b>	<b>\$ 43,310</b>
Total financial liabilities - prior year	\$ 108,328
<b>Net total</b>	<b>\$ 874,228</b>
Net total - prior year	\$ 571,955

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## Dettah District Education Authority

### Notes to Financial Statements

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June 30, 2021

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#### 29. Expenses By Object

	2021 Budget		2021 Actual		2020 Actual
Compensation	\$ 1,239,100	\$	889,574	\$	844,665
Materials and freight	692,800		228,429		243,357
Services purchased or contracted	277,500		396,748		474,752
	<b>\$ 2,209,400</b>	<b>\$</b>	<b>1,514,751</b>	<b>\$</b>	<b>1,562,774</b>

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#### 30. Subsequent Events

There are no material subsequent events that have taken place between June 30, 2021 and the audit report date.

#### 31. ECE Other Contributions

	2021		2020
Government of the Northwest Territories - Department of Education, Culture and Employment Health and Wellness Support COVID-19	\$ 2,978 33,570	\$	15,000 -
	<b>\$ 36,548</b>	<b>\$</b>	<b>15,000</b>

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#### 32. GNWT Other Contributions

	2021		2020
Government of the Northwest Territories Department of Municipal and Community Affairs- After School Physical Activity Program	\$ -	\$	16,279

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#### 33. Contingent Assets

The Education Authority does not have any contingent assets.

#### 34. Contractual Rights

The Education Authority does not have any contractual rights.

# Dettah District Education Authority

## Schedule 1 - Details of Expenses

For the year ended June 30,

								Total 2021	Budget 2021	Total 2020
	School Programs	Community Contribution	Administration	Indigenous Language and Culture (schedule 2)	Inclusive Schooling (schedule 4)	COVID-19	President's Choice Children's Charity	Total	Total	Total
<b>Salaries</b>										
Teachers	\$ 180,964	\$ -	\$ 20,369	\$ -	\$ 265,370	\$ -	\$ -	\$ 466,703	548,300	469,512
Instructional assistant	-	-	-	-	-	-	-	-	485,300	3,744
YK1 superintendent	-	-	27,500	-	-	-	-	27,500	-	27,500
Non-instructional staff	37,691	-	-	192,567	-	-	-	230,258	190,000	203,379
Board/Trustee honoraria	-	-	19,040	-	-	-	-	19,040	15,500	14,973
School secretary	12,917	-	-	-	-	-	-	12,917	-	1,000
<b>Total salaries</b>	<b>231,672</b>	<b>-</b>	<b>66,909</b>	<b>192,567</b>	<b>265,370</b>	<b>-</b>	<b>-</b>	<b>756,518</b>	<b>1,239,100</b>	<b>720,728</b>
<b>Employee benefits</b>										
Employee benefits and allowances	51,338	-	6,007	25,620	45,798	2,207	-	130,970	-	122,128
Leave and termination benefits	(1,213)	-	(131)	1,228	2,303	-	-	2,187	-	2,429
<b>Total employee benefits</b>	<b>50,125</b>	<b>-</b>	<b>5,876</b>	<b>26,848</b>	<b>48,101</b>	<b>2,207</b>	<b>-</b>	<b>133,157</b>	<b>-</b>	<b>124,557</b>
<b>Services Purchased or Contracted</b>										
Contracted services	25,037	-	1,595	1,384	-	-	-	28,016	-	27,196
Maintenance and upgrades	204,846	-	14,108	-	-	627	-	219,581	10,000	295,384
Other	-	-	-	-	2,640	-	-	2,640	-	6,796
Professional and technical services	31,117	1,550	20,372	-	98	-	1,354	54,491	5,000	44,346
Student transportation (busing)	28,144	-	-	-	-	-	-	28,144	102,500	38,328
	63,429	-	-	-	-	-	-	63,429	160,000	62,702
<b>Total services purchased or contracted</b>	<b>352,573</b>	<b>1,550</b>	<b>36,075</b>	<b>1,384</b>	<b>2,738</b>	<b>627</b>	<b>1,354</b>	<b>396,301</b>	<b>277,500</b>	<b>474,752</b>
<b>Materials and Freight</b>										
	445	-	-	-	-	-	-	445	-	731
	140,601	1,314	-	18,851	36,927	30,736	-	228,429	692,800	242,626
<b>Total materials and freight</b>	<b>141,046</b>	<b>1,314</b>	<b>-</b>	<b>18,851</b>	<b>36,927</b>	<b>30,736</b>	<b>-</b>	<b>228,874</b>	<b>692,800</b>	<b>243,357</b>
<b>Total Expenses</b>	<b>\$ 775,316</b>	<b>\$ 2,864</b>	<b>\$ 108,860</b>	<b>\$ 239,650</b>	<b>\$ 353,136</b>	<b>\$ 33,570</b>	<b>\$ 1,354</b>	<b>\$ 1,514,750</b>	<b>2,209,400</b>	<b>1,562,774</b>

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**Dettah District Education Authority****Schedule 2****Details of Indigenous Language and Culture Program Expenses**

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**For the year ended June 30, 2021**

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Student Instruction

**Salaries**

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Non-instructional staff \$ 192,567

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**Employee Benefits**

Employee benefits and allowances 25,620

Leave and termination benefits 1,228

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26,848

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**Services Purchased or Contracted**Advertising 1,384

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**Materials/Supplies/Freight**Materials 18,851

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**Total****\$ 239,650**

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**Dettah District Education Authority****Schedule 3  
Indigenous Languages and Culture Program**

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	July 1, 2020 to March 31, 2021	April 1, 2021 to June 30, 2021	Total
<b>Revenue</b>			
GNWT ECE funding	\$ 140,077	\$ 79,846	\$ 219,923
Donations	1,600	-	1,600
	<b>141,677</b>	<b>79,846</b>	<b>221,523</b>
<b>Expenses</b>			
Salaries	133,540	70,410	203,950
Employee benefits	8,241	7,224	15,465
Services purchased or contracted	14,724	5,511	20,235
	<b>156,505</b>	<b>83,145</b>	<b>239,650</b>
<b>Net deficit</b>	<b>\$ (14,828)</b>	<b>\$ (3,299)</b>	<b>\$ (18,127)</b>

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**Dettah District Education Authority****Schedule 4****Details of Inclusive Schooling Expenses**

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**For the year ended June 30, 2021**

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	General Inclusive Schooling
<b>Salaries</b>	
Program support teachers	\$ 265,370
<b>Employee Benefits</b>	
Employee benefits and allowances	45,798
Leave and termination benefits	2,303
	48,101
<b>Services Purchased or Contracted</b>	
Professional and technical services	-
Other contracted services	2,640
	53,044
<b>Materials/Supplies/Freight</b>	
Materials	37,025
<b>Total</b>	<b>\$ 353,136</b>

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**Dettah District Education Authority**

**Schedule 5  
Student Success Initiative**

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**For the year ended June 30,**

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	<b>2021</b>
<b>Revenue - Government of the NWT Education, Culture and Employment</b>	<b>\$ 9,450</b>
<b>Expense - Materials</b>	<b>15,910</b>
<b>Deficit</b>	<b>\$ (6,460)</b>

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# Approvals

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## *Operating Plan*

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Education Body Chair

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Superintendent

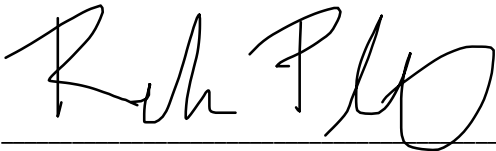
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Date

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Date

## *Annual Report*



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Education Body Chair

*Lea Lamoureux*

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Principal

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September 30, 2021

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September 30, 2021

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Date

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Date

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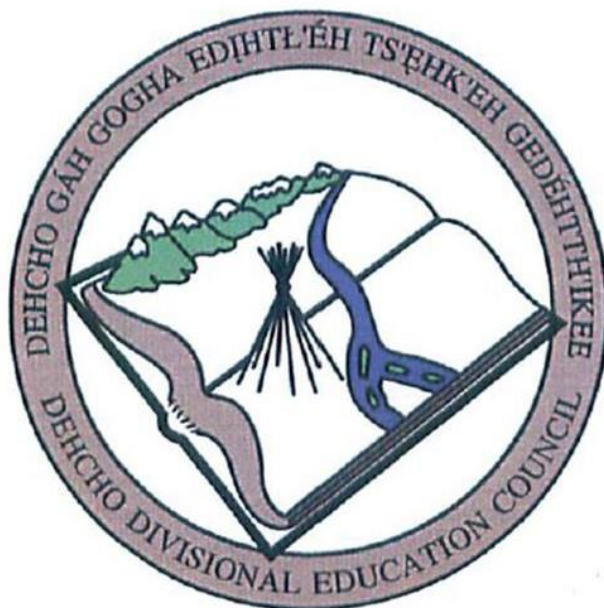
Education Accountability Framework

# Dehcho Divisional Education Council

## Annual Report

### For the 2020-21 School Year

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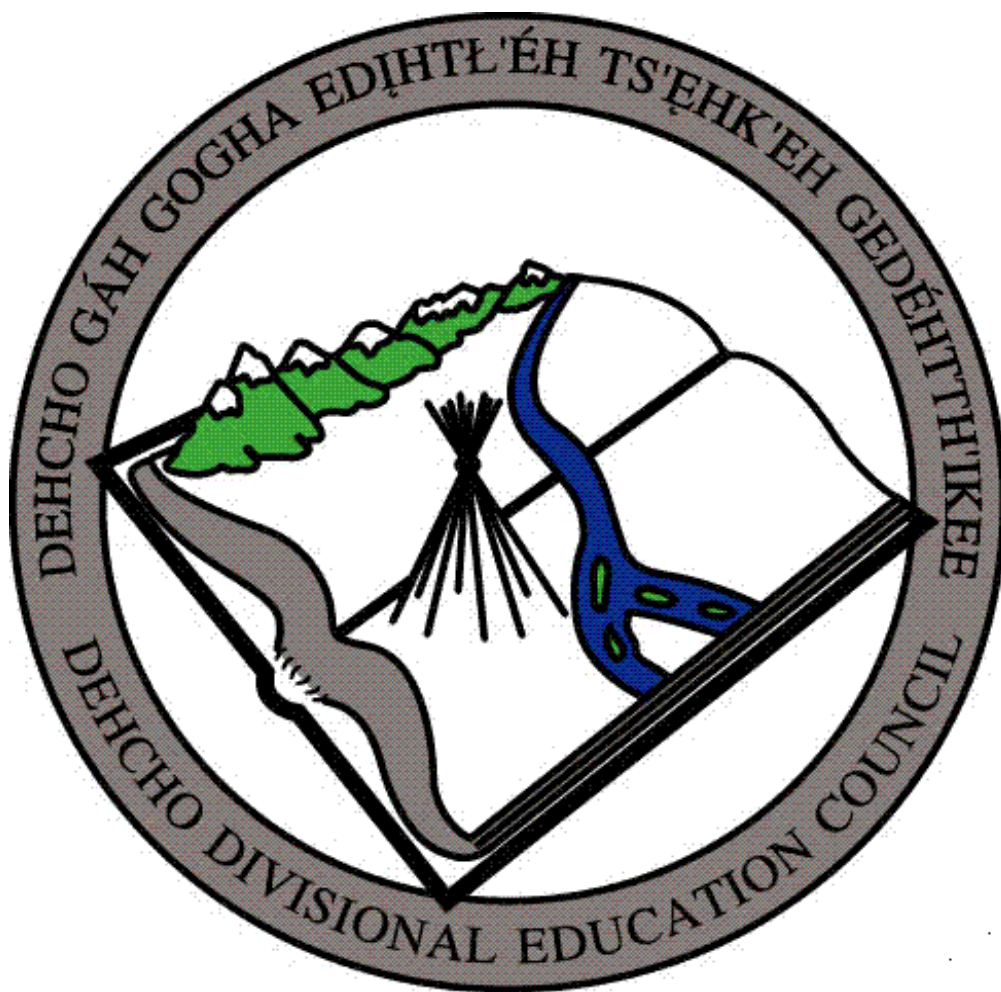
Cadre de responsabilisation en éducation

# Conseil scolaire de division du Dehcho

Plan de fonctionnement et rapport annuel

Année scolaire 2020-2021

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## Plan de fonctionnement – Sommaire

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

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

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

Le Conseil scolaire de division du Dehcho maintient ses objectifs pour quatre grands axes : littératie, écriture, éducation autochtone et intégration scolaire. Ce faisant, la notion de bien-être mental revêt une importance nouvelle. Cet ajout résulte de la conviction que nos méthodes d'enseignement doivent intégrer une approche globale de l'enfant. Beaucoup de nos élèves sont soumis à des réalités complexes et à des situations personnelles, familiales ou sociales difficiles. Il leur est difficile de prendre en main leur éducation, car ils ont parfois faim ou sont en détresse à leur arrivée à l'école. Les crises familiales pourraient expliquer, dans une certaine mesure, les problèmes de fréquentation scolaire auxquels nous sommes confrontés. Nous pensons qu'il est essentiel de leur donner de l'espoir. Nos écoles doivent être des havres de paix, où les élèves se sentent valorisés et aimés. Ils devraient tous se sentir bienvenus et avoir confiance en la sincérité de notre engagement.

Les relations de confiance sont la première étape de la reconstruction de l'estime de soi et de la confiance des élèves. C'est une condition préalable à l'investissement de nos enfants dans leur propre éducation.

**Bien-être mental** : Pour la première fois depuis sa création, le Conseil scolaire de division du Dehcho (CSDD) adoptera des initiatives fortes qui structureront une perspective globale d'éducation de l'enfant. Au cours de l'année scolaire 2020-2021, le CSDD proposera des programmes de sports, de musique et de chorale à l'échelle du district. Nous lancerons également une ambitieuse campagne de lutte contre le harcèlement, formerons notre personnel, organiserons des ateliers communautaires, tout en consultant les détenteurs du savoir et les Aînés afin d'intégrer les méthodes traditionnelles de résolution de conflits. Parallèlement, nous déploierons un programme d'apprentissage socioaffectif pour enseigner les valeurs d'empathie et d'attention. Le CSDD recherche des partenariats avec la Première Nation Dehcho, Industrie, Tourisme et Investissement, les conseils de bande locaux et divers autres partenaires pour lancer un projet de serre dans nos communautés. L'objectif est d'offrir à nos élèves ayant des besoins

complexes la possibilité de participer à un programme spécial en horticulture, tout en s'attaquant aux enjeux de sécurité alimentaire. Nous élaborerons des cours d'études professionnelles et technologiques (ÉPT) axés sur l'agriculture et tenterons de créer un partenariat avec le Collège Aurora pour mettre au point des cours destinés à l'ensemble de la communauté. Cette initiative s'inscrit dans une perspective élargie de la communauté, où tous les membres se réunissent pour l'éducation de nos jeunes. La loi dénée « Partagez ce que vous avez » en sera le moteur. Le CSDD consulte actuellement tous ses partenaires : le grand chef, les chefs, le conseil de bande, les administrations scolaires de district (ASD) et autres partenaires ayant une vision commune. Nous espérons rallier les communautés à notre cause : nos écoles et nos enfants.

**Littératie :** Nous avons récemment obtenu des fonds en vertu du principe de Jordan et avons investi dans le programme d'intervention (Fountas et Pinnel). La plupart des enseignants ont été formés au cours de l'année scolaire 2019-2020, les ressources se trouvent dans les écoles. Un conseiller en alphabétisation sera engagé en 2020-2021 pour offrir du soutien à l'échelle du district. Nous avons pour objectif que 46 % de nos élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année obtiennent des résultats correspondant à leur niveau.

**Écriture :** Nous voulons que 68 % des élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année obtiennent des résultats correspondant à leur niveau.

**Éducation autochtone :** Nous continuerons à surveiller la mise en œuvre du programme *Nos langues* et proposerons un atelier sur le *Dene Kede* à l'ensemble de notre personnel. Cette ressource est unique et précieuse, nous nous devons de la revisiter. Nous espérons également introduire de nouvelles pratiques qui valoriseront le caractère ludique de l'apprentissage de la langue locale, le déné zhatié. Ces pratiques peuvent être acquises en dehors des classes.

Pour y parvenir, des chorales seront organisées - nous espérons voir nos élèves apprendre à chanter en déné zhatié. Nous sommes conscients qu'il y a un protocole à suivre et des autorisations à obtenir. Nous veillerons à ce que cette initiative soit approuvée avant d'aller de l'avant. Nous renforcerons également les lois dénées chaque fois que le programme d'apprentissage socioaffectif sera enseigné. Par exemple, la compétence appelée « conscience de soi » consiste en la capacité à comprendre, à éprouver de l'empathie et de la compassion pour les personnes de cultures et de milieux différents. Elle comprend également la connaissance des normes sociales relatives au comportement et la reconnaissance des ressources et du soutien de la famille, de l'école et de la communauté. On peut facilement y voir les liens avec les lois dénées « **Aimez-vous de tout cœur les uns les autres** »; « **S'entraider mutuellement** »; « **Partagez ce que vous avez** » et « **Soyez polis et ne vous disputez avec personne** ». Notre plus grand défi réside dans le recrutement d'enseignants de langues dénées ainsi que dans la présence d'Aînés et de détenteurs du savoir traditionnel autochtone pour parler les langues dénées pendant les activités scolaires.

**Intégration scolaire** Nous voulons faire en sorte que toutes nos écoles bénéficient régulièrement des conseils et de l'aide des enseignants responsables du programme de soutien et que toutes nos écoles sans exception offrent des activités de programme appropriées et appliquent des stratégies pédagogiques flexibles, axées sur les besoins des élèves. Les écoles tiendront des réunions régulières de l'équipe de soutien scolaire pour établir la meilleure façon de soutenir les élèves.



On s'attend à ce que les enseignants responsables du programme de soutien (ERPS) et les enseignants se réunissent toutes les semaines, chaque année et qu'ils mettent à l'essai le modèle d'enseignement centré sur l'élève au cours de ces occasions de co-enseignement.

Nos ERPS continueront à enrichir leur boîte à outils de stratégies d'intervention. De plus, des pratiques d'inclusion plus solides seront instaurées dans les écoles secondaires du Dehcho.

## Rapport annuel 2020-2021 du Conseil scolaire de division du Dehcho

### Rapport annuel – Sommaire

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

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

Le Conseil scolaire de division du Dehcho (CSDD) présente fièrement les belles réalisations du district.

Nos programmes d'éducation autochtone et d'intégration scolaire sont assurément deux grands atouts. Notre coordonnateur régional de l'intégration scolaire et notre coordonnateur régional de l'éducation et des langues autochtones supervisent le tout avec rigueur. Nos professeurs de langues et enseignants de soutien aux programmes reçoivent tout l'appui nécessaire et disposent d'amples ressources.

Les succès dont nous parlons ici doivent bien sûr être mesurés à l'aune des problèmes causés par la COVID-19 et les graves inondations survenues dans notre région. Bien que l'année scolaire ait été vraiment particulière, nous nous sommes serré les coudes et nous avons apporté d'importantes améliorations à notre organisation.

Malgré tout, dans les trois dernières années, les membres du conseil ont appuyé une ambitieuse restructuration pour améliorer l'alphabétisation des élèves.

Pour l'année scolaire 2020-2021, nous avons l'intention de mettre en œuvre une approche holistique de l'éducation et d'insister sur l'alphabétisation et le bien-être psychologique. Nous demeurons convaincus que nous devons nous occuper autant des besoins affectifs qu'intellectuels de l'enfant.

Malheureusement, la pandémie de COVID-19 nous a empêchés d'appliquer complètement certaines de nos initiatives. Par exemple, notre enseignante itinérante en musique ne pouvait pas utiliser d'instruments à vent ni organiser de chorales. À certains moments, nous ne pouvions même plus nous rendre dans les collectivités. Malgré cela, elle a pu démarrer notre programme de musique. Notre enseignant itinérant en judo a aussi connu ce sort; tout en évitant les contacts, il est parvenu à enseigner certains mouvements qui pouvaient se pratiquer en solitaire.

Par ailleurs, nous avons réussi à lancer notre campagne anti-intimidation et avons formé, en ligne, des enseignants et des collectivités. La démarche en ligne a compliqué cette formation, mais nous sommes parvenus à appliquer certaines pratiques pour éliminer l'intimidation.

La COVID-19 a plus sérieusement entravé la mise en œuvre de nos programmes d'apprentissage socioaffectif et d'horticulture. Les restrictions sanitaires nous ont empêchés de les démarrer. L'application des directives pour y arriver nous demandait trop de temps.

**Parmi les domaines qui méritent une amélioration** pour l'année 2020-2021, on compte l'assiduité scolaire. La meilleure offre de programmation, de formation ou d'occasions éducatives ne remplira jamais toutes ses promesses si l'assiduité scolaire fait défaut. Nous devons lutter depuis toujours avec ce problème, et la pandémie n'arrange rien.

Voici les cibles initiales de notre démarche pour améliorer la réussite scolaire :

- **Embaucher un accompagnateur en alphabétisation pour soutenir tout le district.** Nous avons réalisé cet objectif. Encore mieux : nous nous sommes organisés pour former une personne responsable de l'alphabétisation dans chaque école. Ainsi, nos buts étaient clairs, nos stratégies appliquées, et nous marchions tous dans la même direction.
- **Lecture – Amener 46 % de nos élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année au niveau requis.**
  - En septembre 2020, les élèves ont été évalués et 10 % pouvaient lire au niveau requis.
  - En avril 2021, on les a évalués de nouveau et 18 % d'entre eux lisaient au niveau requis, **une amélioration de 8 %.**
- **Écriture – Amener 68 % de nos élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année au niveau requis.**
  - En septembre 2020, les élèves ont été évalués et 18 % écrivaient au niveau requis.
  - En avril 2021, on les a évalués de nouveau et 26 % d'entre eux écrivaient au niveau requis, **une amélioration de 8 %.**

*Nous n'avons pas atteint les cibles de 46 % en lecture et de 68 % en écriture que nous nous étions fixées, mais notez que ces résultats incluent les élèves qui suivent le programme d'immersion à temps partiel dene zhatie. Ces derniers ont reçu très peu de formation en langue anglaise. La COVID-19 a bien sûr diminué la fréquentation scolaire. Dans les circonstances, nous sommes fiers des progrès réalisés par nos élèves.*

**Pour les résultats scolaires à l'échelle du district, le meilleur s'en vient :**

- En septembre 2020, on a évalué les élèves et 72 % se situaient deux années sous le niveau de lecture requis. En avril 2021, ce pourcentage avait baissé à 42 %, **une amélioration de 30 %.**
- En septembre 2020, on a évalué les élèves et 82 % se situaient sous le niveau de lecture requis. En avril 2021, 66 % étaient encore sous ce niveau, **une amélioration de 16 %.**
- En septembre 2020, on a évalué les élèves et 6 % se situaient au-dessus du niveau de lecture requis. En avril 2021, 16 % se situaient au-dessus de ce niveau, **une amélioration de 10 %.**

Voici nos plans pour améliorer la littératie dans l'année scolaire 2021-2022 :

- poursuite de la formation en alphabétisation et du perfectionnement professionnel, particulièrement en enseignement de l'écriture, pour tout le personnel;
- collaboration et échange de commentaires entre directeur et enseignants dans la rédaction d'un plan de leçon d'écriture et d'une leçon de lecture par terme;
- rencontre d'apprentissage professionnel mensuelle pour la communauté des enseignants responsables de l'alphabétisation;
- recherche de cohérence dans l'évaluation; tenue de séances de notation collaboratives des travaux écrits et vérification collaborative de l'évaluation des travaux écrits à l'échelle de la division;
- lancement du programme Reading Power (de la 7<sup>e</sup> à la 12<sup>e</sup> année) et des ateliers d'écriture Lucy Calkins (de la maternelle à la 10<sup>e</sup> année).

## Operating Plan - Executive Summary

The Dehcho Divisional Education Council's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

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

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

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

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

**Indigenous Education:** We will continue to monitor the implementation of the Our Language

curriculum and offer a workshop on Dene Kede to all our staff. This is a unique and precious resource

that we need to revisit. We also hope to introduce new practices that will highlight the local Dene Zahtielanguage as an asset that is fun to learn, and that can be acquired outside the confines of a classroom.

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

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

The expectation of weekly meetings between the PSTs and the teachers is ongoing from one year to the next, and they will trial the student-centered coaching model during these co-teaching opportunities. Our PSTs will continue to build their toolbox of intervention strategies, and stronger Inclusive practices will be developed for high schools in the Dehcho.

## Annual Report - Executive Summary

The Dehcho Divisional Education Council's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, **including any specific information related to the COVID-19 pandemic:**

The Dehcho Divisional Education Council (DDEC) is proud to showcase the good things happening in our district. Our Indigenous education and our Inclusive schooling programs are two very definite assets. We have strong leadership with our Regional Inclusive Schooling Coordinator (RISC) and our Regional Indigenous Language Education Coordinator (RILE). Our language teachers and our program support teachers (PSTs) receive all the support they need and have plenty of resources.

The successes we are sharing with you must be appreciated in light of the fact we had to deal with Covid 19 and severe flooding. The school year was exceptional, yet we managed to pull together and make substantial improvements. That said, in the past three years our trustees have embraced an ambitious restructuring plan to improve student performance in the area of Literacy.

In the school year 2020-2021, we intended to implement a whole child vision of Education, with a strong focus on academics (Literacy) and mental wellness. We strongly believe that we cannot disregard the mental wellbeing of the child when attending to his/her academic needs. Unfortunately, the Covid 19 pandemic made it difficult to fully implement some of our initiatives. For example, our itinerant music teacher could not use wind instruments, nor could she start choirs. Furthermore, there were times when she could not go into our communities at all. She still managed to get our music program off the ground. The same applies to our Itinerant Judo teacher who could not have physical contacts but still managed to teach moves that could be practiced individually. On another front, we managed to implement our anti-bullying campaign and provided training to teachers and communities, but it was done online. The lack of in-person training made it more arduous, but we still managed to implement Erase Bullying practices.

The impact of Covid 19 is more prevalent when it comes to the implementation of the Social emotional Learning and/or our horticultural programs. We were not able to initiate these because of restrictions. Dealing with the guidelines took too much of our time.

**An area for improvement** in the school year 2020-2021 is definitely school attendance. All the programming, training, and opportunities that we come up with to improve our educational offering will not be as successful as they can be, if we struggle with attendance. This has been an ongoing problem over the years and the pandemic isn't helping.

When it comes to student academic performance, our initial targets were to:

- **Hire a literacy coach to provide district-wide support.** This objective was achieved. Better yet, we even managed to train one Literacy lead in each school. As such, our goals were identified, our strategies were implemented, and we all walked in the same direction.
- **Reading –To bring 46% of our Grades 1 – 9 students at reading level.**
  - On Sept. 2020, students were tested and 10 % were reading at grade level
  - April. 2021 they were tested again and 18% were reading at grade level. **An 8% improvement.**
- **Writing: To bring 68% of Grades 1 to 9 students at level.**
  - On Sept. 2020, students were tested and 18 % were writing at grade level
  - In April. 2021, they were tested again and 26% writing at grade level. **An 8% improvement.**

*We did not reach the 46% in reading and the 68% in writing that we were targeting, but please note that our scores include students who are attending the part time Dene Zhatie Immersion program. These students have had little*

*education in English Language Arts.* Furthermore: Covid 19 had a direct impact on student attendance. We are very proud to have improved our scores in these circumstances.

**The best news is yet to come, when looking at district wide scores:**

- On Sept 2020, students were tested and 72% were below reading levels by 2 grades. In April 2021, that percentage was down to 42%. **A 30% improvement**
- On Sept 2020, students were tested and 82% were below reading level. In April 2021, 66% were below level. **A 16% improvement.**
- On Sept 2020, students were tested and 6% were above reading level. By April 2021, 16 % were above level. **A 10% improvement.**

Plans for improvement in literacy for the 2021-2022 school year include:

- continued Literacy Intervention training & professional learning for writing instruction for all staff
- principal/teacher collaboration/observations on 1 writing unit plan per term and 1 guided reading lesson per term
- a monthly Professional Learning Community for Literacy Lead teachers
- a focus on consistency in assessment with scheduled collaborative marking sessions for writing assessment & a collaborative division-wide audit of writing assessments (with the goal of professional learning)
- introduction of the Reading Power program (grades 7 – 12) and the Lucy Calkins Writer’s Workshop (grades K – 10).

# 1. Administration and School Services

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

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



## A. Governance of Education Bodies

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

The Dehcho Divisional Education Council, (DDEC) (formerly known as the Dehcho Divisional Board of Education) was established by regulation on *July 4, 1996*. The Dehcho Division encompasses an area which includes the communities of Fort Liard (Echo Dene School), Fort Providence (Deh Gah Elementary and Secondary School), Fort Simpson (Liidlii Kue Elementary and Liidlii Kue Regional High School), Jean Marie River (Louie Norwegian School), Kakisa Lake (Kakisa Lake School), Nahanni Butte (Charles Yohin School), Sambaa K'e (Formerly Trout Lake) (Charles Tetcho School), and Wrigley (Chief Julian Yendo School).

The Education Body's purpose is to administer and manage the educational affairs of the Division in accordance with the Education Act and the Financial Administration Act of the Northwest Territories and the regulations of the Order establishing the Education Division. As such the DDEC prepares audited financial statements for the year ending June 30.

The DDEC is made up of seven trustees and a chairperson. Each District Education Authority (DEA) in the Dehcho region appoints one member to represent their community. The term for trustees is three years. Trustees may be reappointed for consecutive terms. From among those eight trustees, one is elected as Chairperson each year. The DDEC meets quarterly through the year. Terms for most of the current trustees' end October 2019 and 2021.

### Dehcho Divisional Education Council

Community	Member	Position
Fort Liard	Sylvia Sassie	Trustee
Fort Providence	Albertine Canadian	Trustee
Fort Simpson	Renalyn Pascua-Matte	Chairperson
Jean Marie River	Yvonne Norwegian	Trustee
Kakisa	Anita Simba-Chicot	Vice-Chairperson
Nahanni Butte	Jayne Konisenta	Trustee
Sambaa K'e	Carielyn Jumbo	Trustee

	Wrigley	Lisa Moses	Trustee	
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The Chairperson for the DDEC reports to the Minister of Education. The DDEC employs a Superintendent, Philippe Brulot who fulfils the role of the Deputy Head for the Public Service

The last DEA elections were held:

- Fort Liard DEA in December 2019 for a two-year term. Term ends in December 2021. The next elections will be in December of 2023
- Fort Providence DEA in December 2019 for a two-year term. Term ends in 2021. The next elections will be in December of 2023
- Fort Simpson DEA in October 2018 for a three-year term. Term ends in 2021. The next elections will be in October 2021
- Jean-Marie DEA in August 2019 for a three-year term. Term ends in 2022. The next elections will be in August 2022.
- Kakisa DEA in June 2019 for a three-year term. Terms end in 2022. The next elections will be in June 2022.
- Nahanni Butte DEA in December 2019 for a three-year term. Next elections will be in December 2022
- Sambaa K'e DEA in December of 2019 for a two-year term. Next elections will be in December 2021
- Wrigley DEA in December 2019 for a two- year term. The next elections will be in December 2021.

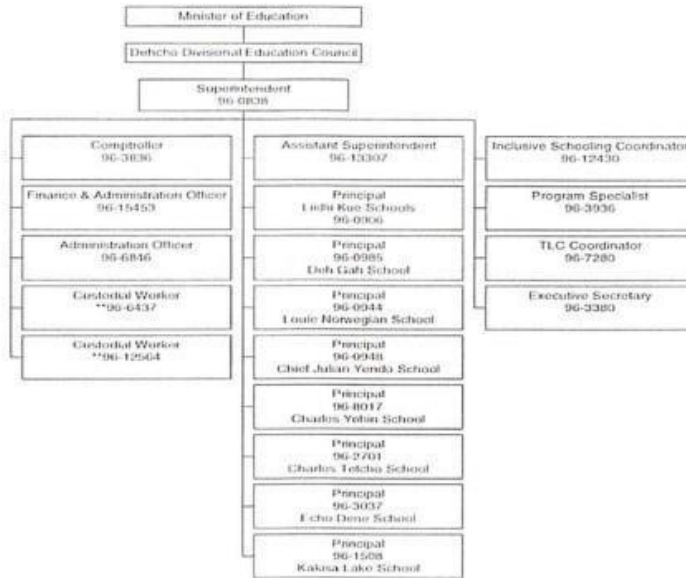
***B. Functional Organizational Chart***

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

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## Dehcho Divisional Education Council



\*\* indicates a part time position

Approved: D. Brühl Date: May 23 / 2020  
 Superintendent

### C. Governance Training

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

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Trustee Orientation Roles and Responsibilities	ECE (Ms. Andrea Giesbrecht)	DEA	To be announced (Pending on Covid 19)	Yes on	Travel restricted due to Covid restrictions, but the sessions were offered online
The conference features concurrent workshops, exhibitor's plenary presentations and networking opportunities	First Nations Education Steering Committee	Educators and Leadership (DEAs)	<b>December 3 to 5, 2020</b> Vancouver  (Cancelled due to COVID-19)	No	Travel restricted due to Covid restrictions.

### D. Education Body Meetings

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

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
September 25 & 26 2020	Fort Simpson	Yes	
December 11 & 12, 2020	Fort Simpson	Yes	
Feb 28, 2021 -	Fort Simpson	Yes	
June 2021 -	Fort Simpson	Yes	

### E. School Profiles

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

<b>Total Number of Schools in District</b>	<b>9</b>	<b>Total Anticipated Student Head Count</b>	<b>449</b>
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
Echo Dene School (EDS)	Fort Liard	JK-12	Northern Distance Learning
Deh Gáh Elementary & Secondary School (DGESS)	Fort Providence	JK-12	Part-time Immersion Programming JK-3 Northern Distance Learning
Łíídlı́ Kúé Elementary School (LKES)	Fort Simpson	JK-6	Split and Single Grade Classes
Łíídlı́ Kúé Regional High School (LKRHS)	Fort Simpson	7-12	Northern Distance Learning
Louie Norwegian School (LNS)	Jean Marie River	JK-9	Multi-Grade Classes
Kakisa Lake School (KLS)	Kakisa	JK-9	Multi-Grade Classes
Charles Yohin School (CYS)	Nahanni Butte	JK-10	Multi-Grade Classes
Charles Tetcho School (CTS)	Sambaa K'e	JK-9	Multi-Grade Classes
Chief Julian Yendo School (CJYS)	Wrigley	JK-9	Multi-Grade Classes

## F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being home schooled.

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

		Grades														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	7.0	6.0	5.5	7.0	16.5	8.0	5	97
Fort Providence	Deh Gáh	2	9.0	4.5	8.0	6.0	9.0	7.0	5.0	5.0	11	8.0	9	4	18	105.5
Fort Simpson	Liidlii Kue Elementary	11	13	17	7	10	13	14	18	0.0	0.0	0.0	0.0	0.0	0.0	103
Fort Simpson	Liidlii Kue Secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12	8	8.0	20.5	16.5	18.5	83.5
Wrigley	Chief Julian Yendo	1	2.0	1.0	2.0	4.0	1.0	1.0	3.0	3.0	0	1.0	0.0	0.0	0.0	19
JeanMarie River	Louie Norwegian	0	0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	5
Kakisa Lake	Kakisa Lake	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4
Nahanni Butte	Charles Yohin	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	7
Sambaa K'e	Charles Tetcho	1	1.0	1.0	4.0	2.0	0.0	0.0	1.0	3.0	3.0	4.0	0.0	0.0	0.0	20
<b>DEC Total</b>		<b>21</b>	<b>34</b>	<b>29.5</b>	<b>28</b>	<b>30</b>	<b>28</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>27.5</b>	<b>30</b>	<b>46</b>	<b>28.5</b>	<b>41.5</b>	<b>444</b>

### Ethnic Backgrounds

Ethnicity	% Of Student Population
Dene	87%
Inuit	2%
Metis	3%



Non-Aboriginal	8%
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Student Programming Grades 1-9

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

High School Programming

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

Individual Education Plans

	K-9	10-12
Number of Students	1	4

## G. Teacher Profiles

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

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

Teacher recruitment and retention continues to be an area of concern for the Dehcho Divisional Education Council. The high rate of staff turnover has a substantial impact on relocation costs and that impacts the overall budget. Furthermore, our students need stability and continuity, but the high rate of teacher turnover makes it difficult to build a relationship. However, we are seeing a stabilizing level of staff, particularly in the more senior teaching positions.

Some of the issues that currently impact recruitment and retention are outlined below.

- Lack of available or suitable housing in some small communities
- The lack of adequate connectivity makes the job more demanding as daily tasks may require a lot more time to be completed.
- Hiring teachers who may be older and/or retired and do not intend to stay for a long period of time
- Isolation in some of our communities may be difficult for some teachers to manage for long periods of time
- Other provinces are currently hiring and thus the quality and quantity of applications for positions with the DDEC has declined significantly
- Hiring and retaining specialty positions such as PSTs can be a challenge. Once PSTs are trained, they tend to prefer roles in larger centers in the NWT.
- The student population continues to decrease resulting in more multi-graded classrooms that can be a challenge for many teachers.

## 2. Territorial Schools

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

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

### ***A. Education Body Strategic Planning***

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

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

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

**Regional priorities and goals, including any specific information related to the COVID-19 pandemic:**

Priorities: Mental Wellness, Literacy, Writing, Indigenous Education, and Inclusive Schooling

The DDEC implemented an ambitious district-wide Literacy program for grades 1 to 6 (Fountas & Pinnell) followed by a reading apprenticeship program extending from grades 7 to 12. We trained our staff in the school year 2019-2020. Unfortunately, we could not fully implement the programs in our schools, as we received the resources in November, and the pandemic struck just when our teachers were getting familiar with the resource.

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

- DDEC intends to bring all K to grade 3 students at level in reading by the end of school year 2022/2023. There will be benchmark progress reports every year.
- Deh Gah school has a part-time Dene Zhatie immersion program and, as such, we do not have the same expectation of grade 3 students reading at level by 2023, as they are being educated in two languages.
- Measurable performance targets in reading will be set for each grade from grade 4 to grade 12 after students are assessed.
- The target is to reach 46% of Grades 4 to 9 students reading at level in 2021
- The target is to reach 68% of Grades 1 to 9 students writing at level in 2021. There again, this specific goal will not include the Deh Gah school data because of the Language immersion program.

Promotion and support of Cultural programming:

- Every school in the Dehcho will benefit from our Choir and be given an opportunity to learn songs in Dene Zhatie (Assuming protocol has been respected and approval granted). Choir is on hold due to COVID-19 restrictions.
- The Dene Laws will be taught at all grade levels through the implementation of the Social Emotional Learning curriculum.
- Elders and knowledge keepers will be encouraged to share traditional and historical information across subject areas keeping in line with COVID-19 restrictions. Some STIP time will be scheduled for facilitate collaboration with Indigenous Language teachers to ensure that key cultural experiences are integrated in the school environment.
- We will revisit the Dene Kede Curriculum and offer a workshop to all our teachers at the beginning of the school year.

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

- DDEC intends to keep accurate records of all our school-based team meetings.
- DDEC intends to ensure that all IEP meetings are attended by principals.
- DDEC intends to use the Erase-bullying campaign as a tool to bridge the gap between students and make school a more inclusive place.
- DDEC will implement an Anti-Bullying campaign based on the ERASE bullying program and anchored in Dene laws to nurture empathy among students. We will build capacity with all staff to develop a deeper understanding of the interconnectedness of the bully, the target, and would be by-standers.

<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(If applicable)</i>
Curricular alignment checklist	100% of teachers will follow the curriculum	100	
Dehcho Student Writes (DSW), six traits of writing	100% of school will assess students twice a year using (DSW)	100	
Fountas and Pinnell (F & P) Benchmark assessment (K-9)	100% of our schools will assess students 2 times a year using Fountas & Pinnell benchmarks	100	
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.	100	Covid 19 restrictions made it impossible to meet in groups. We still managed to collaborate and train our staff with zoom.
How	Our literacy program is well implemented. We have a district coordinator, and each school has a literacy lead who has been trained. We took great care in teaching our staff and our school leads to use our new Literacy program (Fountas and Pinnell) and its assessments.		
Areas for Development in the region	To continue with the PST training that we could not offer in person because of Covid 19 restrictions		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	We are proud to say that we were able to achieve significant improvements in Literacy, despite the Covid restrictions.		

## ***B. School Improvement Planning***

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement

objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

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

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b><u>Literacy</u></b></p> <p>All schools will be expected to implement and monitor the Balanced Literacy Intervention program to reach Regional District Literacy targets.</p> <p>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> <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><b><u>Indigenous Education</u></b></p> <ul style="list-style-type: none"> <li>- Schools will coordinate their action to better support the Our Language curriculum and some STIP time will be allocated at the beginning of the school year for that purpose.</li> <li>- Schools will work with the Central office to Highlight the Dene Laws as we implement the Social Emotional Learning (SEL) curriculum.</li> <li>- Principals will make sure there is evidence of Dene Kede implementation throughout the subject areas. The Indigenous Language Committees and RILE coordinator will work with all staff to support strategies in the implementation of Dene Kede</li> <li>- Teachers will receive a refresher/training on Dene Kede curriculum</li> </ul> <p><b><u>Inclusive Schooling</u></b></p> <ul style="list-style-type: none"> <li>- Schools will monitor and record meetings: School Based team (SBT); Teachers and Program Support Teachers (PSTs)</li> <li>- School administration will ensure that appropriate curricular activities are available and that flexible instructional strategies are implemented, based on the students’ needs.</li> <li>- PSTs will continue to build their toolbox of intervention strategies, and stronger Inclusive practices will be developed for high schools in the Dehcho.</li> </ul> <p><b><u>Mental Wellness</u></b></p> <ul style="list-style-type: none"> <li>- Schools will implement the strategies born out of our Erase-Bullying campaign.</li> <li>- All schools will implement the Social Emotional Learning curriculum <u>and make sure Dene laws are highlighted in so doing.</u></li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(If applicable)</i>
% Of schools in the region for which School Improvement Plans are developed in consultation with the community.	100	Yes	
% Of schools in the region for which School Improvement Plans are submitted.	100	Yes	
% Of schools in the region for which final School Improvement Plans have been shared with the public.	100	Yes	
Areas of Strength for the region	Our School Improvement plans are aligned with overarching district goals. We are all moving in the same direction. Our literacy campaign is a big success as the data can attest.		
Areas for Development in the region	Writing and Math. We will address these challenges in the school year 2021-2022		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The pandemic made it difficult to organize in-person training. We believe our improvement would have been even better if we had been able to go to the school regularly.		

### C. Annual School Reviews

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

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

<p>Regional approach to the completion of <b>Annual School Reviews, including any specific information related to the COVID-19 pandemic.</b></p>	<p>Annual school reviews in the Dehcho in previous years have been informal in nature. During 2020-2021 this process will become more formalized and begin with two schools. Schools will be assisted with the collection of data and subsequently using this data to create goals that allow for improvement in this data. It is critical that both non-academic and academic school performance be evaluated. These goals will be linked to School Improvement Plans.</p> <p>The common thread, all across the board, is still our need to focus on Literacy. We find this to be a critical objective that we must keep working on until our students are all at a level.</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.	2/9	Yes	
% Of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.	100	yes	
Areas of Strength for the region	We completed 9 out of 9 schools because we coordinated our efforts.		
Areas for Development in the region	N/A		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	N/A		

### D. Staff Evaluations

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

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

<p>Regional approach to the completion of <b>Staff Evaluations</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>Dehcho Staff are evaluated as per the specific mandates and responsibilities of the position they hold and with regards to their capacity to implement, assess and supervise the goals and directives as mandated by ECE and DDEC. The Superintendent and supervisor of schools assess the principals who, in turn, are responsible for teachers 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 <i>(If applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	24	8	The pandemic and the big flood that hit the Dehcho shifted our priorities as we had to deal with very urgent student and community issues. The challenge still remains for the school year 2021-2022 because of the accrued workload created by the pandemic. Furthermore, the Assistant Superintendent has been away since the very beginning of the school year. That said, we will do our best to evaluate the staff.
Numbers of principals and PSTs formally evaluated in the school year	8	2	Same as above

Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	1	0	Same as above
Number of Superintendents formally evaluated in the school year.	1	yes	
Areas of Strength for the region	We are in the third year of our restructuring plan and the staff has a much better understanding of the district. goals and overarching ECE expectations.		
Areas for Development in the region	N/A		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	There again is a visible example of the impact of Covid. We were not able to travel as easily to our communities and that made it very difficult to observe people at work.		

### ***E. Regional Training and In-Service***

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

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

<p>Regional <b>Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>Regional Training and In-Service will target Literacy, Indigenous Education and Inclusive Schooling. Schools will use their STIP collaborative time to organize into Professional Learning Communities with a focus on Literacy, Inclusive Schooling, and Indigenous language and culture. The regional orientation will focus on all three of the areas listed above. In addition, throughout the year, school staff will be provided with additional literacy training at all grade levels.</b></p> <p><b>Further Inclusive Schooling In-Service and training will target student-centered coaching, as well as any school specific area of needs such as Autism.</b></p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(If applicable)</i>
% Of Regional training and in-service focused on regional priorities	100	100	
% Of Regional training and in-service focused on shared priorities	100	100	
Number of administration days dedicated to training and in-service.	100	100	
% Of collaborative STIP time dedicated to regional priorities	100	100	
Number of schools which implemented STIP as per the Ministerial Directive	100	100	
Areas of Strength for the region	We all have a clear vision and know what the district goals are. Our schools align their respective targets on these overarching goals.		
Areas for Development	We will need to improve the delivery of our training sessions. Covid makes it difficult to offer face-to-face training, and the		

	unreliable connectivity in our remote communities does not facilitate online training. This can be quite a challenge at times.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

## F. Literacy Coordinators

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

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

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (If applicable)	Actual (PY)	Explanation for Difference (If applicable)
0.65	0.5	.65		.65	

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

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

<p>Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>Academic achievement is not where it should be. A significant number of students are not reading at age/grade level. The DDEC is embracing an ambitious vision to bring students to age/grade level in Literacy. The literacy program will center around Balanced literacy in grades K-6 and Reading Apprenticeship in grades 7-12. Students in grades K-6 will be assessed using Fountas &amp; Pinnell benchmark assessments. The Leveled Literacy Intervention (LLI) will provide additional support designed to rapidly bring students to grade level. Students in grades 7-12 will be assessed using the Jerry Johns Basic Reading Inventory. Instructional reading support will be provided accordingly. In addition, a 0.65 literacy coach will be hired to support literacy programming for grades JK-12 and one High School teacher will be granted 0.2 release time to assist district literacy initiatives. Principals and central office members will work to ensure that programs are being implemented with fidelity.</b></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (If applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or no)</i>	yes	Yes	
Areas of Strength for the region	Our literacy campaign is a big success and student results are improving. We hired an Itinerant Literacy consultant, and every school has a literacy lead who has been trained in LLI.		
Areas for Development in the region	We want to continue and expand our Literacy Campaign with yet more training to further our improvements.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Most of the training was provided online because of Covid related concerns.		

### G. Healthy Food for Learning

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

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

Relevance of <b>the Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic.	<p><b>The DDEC has many remote communities where the cost of food is prohibitive, and consequently hunger is a sad reality. This is also the case in our three regional centers. This highlights the importance of food programs in supporting an adequate intake of fruits and vegetables.</b></p> <p><b>HFP ties to DDEC's goal to: <i>Support the wellness and healthy lifestyles of students, all educational staff, and trustees.</i></b></p> <p><b>Furthermore, the Healthy Food for Learning (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></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Promote student engagement in choosing healthier beverages</li> <li>• Promote research skills on various topics around nutrition and food.</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (If applicable)
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% Of schools offering healthy foodsprogramming.	100	100	
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% Of schools following regional wideprogramming and guidelines, <i>if applicable.</i>	100	100	
Areas of Strength for the region	Our schools are very flexible and work hand in hand with the communities and Band Councils to keep the programs going, despite of Covid		
Areas for Development in the region	N/A		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	We were able to make sure that no student suffered negative food consequences because of covid. In many instances, food packages were delivered directly to their homes. Struggling families were identified in partnership with Band Councils and extra care was taken to answer the needs.		

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

## H. Student Success Initiative

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

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<b>SSI Project Proposal Summary</b>	<b>The Fountas &amp; Pinnell Leveled Literacy Intervention (LLI) provides intensive, small group instruction designed to turn struggling readers into successful readers. All K-2 teachers in our district will receive training in LLI. In addition. All teachers in grades K-9 will receive training in Fountas &amp; Pinnell, balanced literacy. All teachers in grade 10-12 will receive training in Reading Apprenticeship.</b>
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<b>SSI Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (If applicable)</b>
% 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	Our Board developed district-wide sports and music programs that enrich our offering.		
Areas for Development	We have a clear vision and action plan for Literacy, and we must now tackle Writing and Math.		
Additional Comments	N/A		

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

## I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (If applicable)
% Of schools in which Safe Schools Plans are completed for the school year.	100	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 implemented Erase Bullying across the district and trained our staff. We also offered a workshop to community members.		
Areas for Development for the region	The DEC was not able to implement the Social Emotional Learning (SEL) curriculum, as initially planned, in 2020-2021 because the pandemic and the floods made it difficult to pursue this initiative. We hired a Mental Wellness coordinator over the summer. This person will work with the central office, the staff and the students to support the implementation of the Social Emotional Learning Curriculum in school year 2021-2022. The person will also work with our <b>Regional Indigenous Languages</b> and <b>Education</b> Coordinator (RILE) to make the link between the SEL curriculum and the Dene laws. This will strengthen and promote the Dene view of the world.		
Additional Comments for the region	We are tackling the issue of mental wellness across the district with an ambitious program that implies the implementation of Erase Bullying in the school year 2020-2021. There is more to come moving forward (2021-2022) with the implementation of SEL and the hiring of our mental wellness coordinator.		

## J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

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

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

Regional approach to integration of evidence-based <b>healthy relationship programming</b> , including any specific information related to COVID-19 pandemic.	<p><b>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 their commended programs outlined above.</b></p> <p><b>The focus for the DDEC will be to implement new strategies to help promote healthier relationships. As such, we will introduce new workshops on Erase-Bullying and Social Emotional Learning (SEL) at our staff orientation in August. Corresponding curricular objectives will be implemented throughout the year.</b></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (If applicable)
% Of schools with JK-3 students offering WITS.	100	100	
% Of schools with grade 4-6 students offering LEADS.	100	100	
% Of schools with grade 7-9 students offering the Fourth R.	100	100	
% Of schools with grade 10-11 students offering HRPP.	100	100	
Areas of Strength for the region	All our schools are aligned with regional goals		

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (If applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in (if applicable).	EDS	Implement WITS, LEADS, 4 <sup>TH</sup> R, HRPP	Yes	W.I.T.S - LEADS - K-6 4 <sup>th</sup> R - 7-9 + 10-12 HRPP – 10 - 11
	DGESS	Implement WITS, LEADS, 4 <sup>TH</sup> R, HRPP	Yes	W.I.T.S - LEADS - K-6 4 <sup>th</sup> R - 7-9 + 10-12 HRPP – 10 - 11
	LKES	Implement WITS, LEADS	Yes	W.I.T.S - LEADS - K-6
	LKRHS	Implement 4 <sup>TH</sup> R and HRPP	Yes	4 <sup>th</sup> R - 7-9 + 10-12 HRPP – 10 - 11
	LNS	Implement WITS, LEADS, 4 <sup>TH</sup> R,	Yes	W.I.T.S - LEADS - K-6 4 <sup>th</sup> R - 7-9 + 10-12
	KLS	Implement WITS, LEADS, 4 <sup>TH</sup> R	Yes	W.I.T.S - LEADS - K-6 4 <sup>th</sup> R - 7-9 + 10-12
	CYS	Implement WITS, LEADS, 4 <sup>TH</sup> R	Yes	W.I.T.S - LEADS - K-6 4 <sup>th</sup> R - 7-9 + 10-12
	CTS	Implement WITS, LEADS, 4 <sup>TH</sup> R	Yes	W.I.T.S - LEADS - K-6 4 <sup>th</sup> R - 7-9 + 10-12
CJYS	Implement WITS, LEADS, 4 <sup>TH</sup> R	Yes	W.I.T.S - LEADS - K-6 4 <sup>th</sup> R - 7-9 + 10-12	

### ***K. Second Language Education***

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

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

<b>School Name</b>	<b>Language of SL</b> ( <i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ</i> )	<b>Type of SL program</b> ( <i>core, immersion, intensive</i> )	<b>Grades of SL program</b> ( <i>per program type</i> )	<b>% Of Students enrolled</b> ( <i>per program type</i> )	<b>Frequency of SL Program</b> ( <i>min/week</i> )	<b>Actual Frequency of SL Program</b> ( <i>min/week</i> )	<b>Explanation for difference</b> ( <i>If applicable</i> )
EDS	Dehcho Dene	Core	JK-12	100%	40 minutes/day	Yes	
DGESS	Dehcho Dene	Core	JK-12	100%	40 minutes/day	Yes	
LKES	Dehcho Dene	Core	JK-6	100%	40 minutes/day	Yes	
LKRHS	Dehcho Dene	Core	7-12	100%	40 minutes/day	Yes	
LNS	Dehcho Dene	Core	JK-9	100%	40 minutes/day	Yes	
KLS	Dehcho Dene	Core	JK-9	100%	40 minutes/day	Yes	
CYS	Dehcho Dene	Core	JK-9	100%	40 minutes/day	Yes	
CTS	Dehcho Dene	Core	JK-9	100%	40 minutes/day	Yes	
CJYS	Dehcho Dene	Core	JK-9	100%	40 minutes/day	Yes	

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

### ***L. Northern Distance Learning***

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

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

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Education Body Contribution (\$)</b>	<b>Total Budgeted (\$)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (If applicable)</b>
EDS	\$29,250	0	\$29,250	\$ 44,750	Cost of salaries higher than budgeted
DGESS	\$28,250	0	\$28,250	\$ 32,885	Cost of salaries higher than budgeted
LKRHS	\$28,250	0	\$28,250	\$ 43,156	Cost of salaries higher than budgeted
<b>TOTAL</b>	<b>\$85,750</b>	<b>0</b>	<b>\$85,750</b>	<b>\$120,791</b>	Over salaries

<b>School</b>	<b>Number of ISPs in place</b>	<b>Number of years at the school per ISP</b>	<b>Source of each ISP (CUSO volunteer, local hire, etc.)</b>	<b>Successes and challenges related to ISPs</b>
EDS	1	Since inception	Local Hire	
DGESS	1	Since inception	CUSO	
LKRHS	1	Since Inception	CUSO	



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

<p>Regional approach to <b>Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</b></p>	<p>We will continue to partner with ECE and Beaufort-Delta to expand NDL programming in the Dehcho. Currently, NDL is being offered in all three High Schools. LKRHS in Fort Simpson will add an extra NDL screen so as to offer additional NDL courses.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(If applicable)</i>
% Of eligible high schools offering NDLclasses.	100%	100	N/A
% Of NDL course credits acquired withinthe school year.	20%	LKRHS: 13 courses DGESS: 2 courses EDS: 16 courses	
% Of NDL students passing diploma exams <i>(for NDL courses)</i> written withinthe school year.	100%	N/A	Students did not take diploma exams due to Covid 19. All students opted out of diploma examinations. * Most teachers in NDL administered an older version of the diploma exam to the students for their final exams.
% Of graduating NDL students being accepted directly into post-secondaryprograms.	100%	EDS; 50% LKRHS; 100% DGESS; 0%	
% Of eligible NDL students participatingin the annual Post-Secondary Bridging Experience.	40%	EDS: 71% LKRHS; 20% DGESS; 100%	
Areas of Strength for the region	The hardware is in place, the connectivity is not much of an issue.		
Areas for Development for the region	We need to address the academic level of Dehcho students. For the time being, they are not able to keep up with the pace and expectations of the NDL program.		
Additional Comments for the region,including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (If applicable)
Number of students taking NDL courses, perschool.	EDS	6	7	New students' pathway through the year
	DGESS	8	4	Some students who initially registered had to un-enroll due to low attendance or due to the fact the learning style is not working for them.
	LKRHS	12	8	Many students dropped Math 30-1 after we could not enroll more than 5 students into the program. Therefore, they were forced to have a teacher teach the course locally.
Number of NDL students participating in this year's Post-Secondary Bridging Experience, perschool.	EDS	3	3	N/A
	DGESS	5	4	The 4 students who remained in NDL participated in some of the online sessions.
	LKRHS	5	2	Students didn't want to attend virtual sessions. Many were looking forward to visiting the campuses but because of Covid we switched to remote because of Covid, and students lost interest.
Number of NDL endpoints actively in use, per school.	EDS	1	1	N/A
	DGESS	1	1	N/A
	LKRHS	2	1.5	One always uses the second in use at the same time during 1 period block. Some students dropped courses where we had both endpoints running at the same time.

### 3. Inclusive Schooling

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

#### A. Regional Inclusive Schooling Coordinators

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

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

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (If applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (If applicable)</b>
1.00	1.0		1.0	

### ***B. Program Support Teachers***

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

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

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (If applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (If applicable)</b>
EDS	1.00	1.0		1.0	
DGESS	1.00	1.0		1.0	
LKES	1.00	1.0		1.0	
LKRHS	1.00	1.0		1.0	
LNS	0.50	0.5	Itinerant PST	0.5	
KLS	0.50	0.5		0.5	
CYS	0.50	0.5	.3 by Itinerant PST	0.5	
CTS	0.50	0.5		0.5	
CJYS	0.50	0.5		0.5	
<b>TOTAL</b>	<b>6.50</b>	<b>6.5</b>		<b>6.5</b>	

### C. Support Assistants

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (If applicable)	Actual (PY)	Explanation for Difference (If applicable)
EDS	1.51	.8	Transferred excess funding to small schools where required	3.8	3 Jordan's Principle S.A.
DGESS	1.64	1.6		5.6	4 Jordan's Principle S.A.
LKES	1.33	1.6		3.6	2 Jordan's Principles. A.
LKRHS	1.33	1.6		2.6	1 Jordan's Principle S.A.
LNS	0.08	.5	Not efficient to staff .08 so transferred from CJYS	0.5	
KLS	0.06	.5	Not efficient to staff .06 so transferred from EDS	0.5	
CYS	0.11	0	Transferred to KLS due to efficiency and needs	0	
CTS	0.31	.5		0.5	
CJYS	0.30	1	Full time incumbent in position	1.0	
<b>TOTAL</b>	<b>6.67</b>	<b>8.1</b>		<b>18.1</b>	

### D. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (If applicable)	Actual (\$)	Explanation for Difference (If applicable)
\$43,829	85,000	Priority on staff development	0	Training costs limited due to in-house virtual training

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	Unable to complete due to COVID
Virtual	PSTs, RISC, Educators, Support Staff	Inclusive Schooling Overview for Dehcho Schools	August 24 <sup>th</sup> Orientation: Fort Simpson	Yes	
Conference - Virtual	PSTs and RISC	Student Centered Coaching	TBD based on speaker schedule	No	Unable to complete due to flood in Fort Simpson
In person and Virtual	PST's/Principals	Implementing the Inclusive Schooling Directive (topics will vary)	<ul style="list-style-type: none"> <li>a. September: Fort Simpson (virtual)</li> <li>b. January 2021: Fort Simpson</li> <li>c. May 2021: Fort Simpson</li> </ul>	Yes	

Conference WEBCAST	PST, RISC, Some School	Best practices in Autism	January 2021	Yes	
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	Staff,				
In person	School staff Who have not had previous training	Go-To Educator: Mental Health Literacy	To be determined based on allocated STIP	No	Due to COVID and flooding
In person	New Support staff and new PSTs	Non-Violent Crisis Intervention Training	TBD	No	Due to COVID and flooding
PLC - Virtual	Interested High School Teachers, PSTs, High School Administrators	Inclusion in High School - Best Practices	TBD	Yes	
Virtual	Support Assistants	Overview of Support Assistant role	TBD	Yes	
In person	PSTs, Administrators, key community agencies	VTRA Violent Threat Risk Assessment	TBD	No	Due to COVID and flooding



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

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>The Specific focus for PSTs this year is in the area of Student-Centered coaching due to the abrupt end to training in 2019-2020.</b></p> <p><b>High School Inclusion continues to be an area of need throughout the Dehcho. High School students are performing significantly below level in reading and writing and completing high school courses is challenging. A Professional Learning Community consisting of interested high school teachers, PSTs and Administrators will examine and use data to experiment with best practices for High School Inclusion Support will be established and run during the 2020-2021 school year.</b></p> <p><b>Assistive Technology is an area requiring professional development. However, due to connectivity issues in many of our schools this has been difficult. Next year the DDEC will attempt to train 25% of staff (in areas that have more stable internet access) with hopes to increase this training when connectivity improves in our communities</b></p> <p><b>Most training will be conducted virtually and when in person COVID-19 Precautions implemented</b></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.	<b>100</b>	100	
% Of educators that have been trained on developing and implementing SSPs this year.	<b>100</b>	100	
% Of educators that have been trained on the use of flexible strategies this year.	<b>100</b>	100	
% Of educators that have been trained on the School-based Support Team process this year.	<b>100</b>	100	
% Of principals that have been trained on their leadership role related to Inclusive Schooling this year.	<b>100</b>	100	

% Of Support Assistants who have been trained on Inclusive Schooling this year.	<b>100</b>	100	
% Of Program Support Teachers who have been trained on Inclusive Schooling this year.	<b>100</b>	100	
% Of educators that have been trained on Assistive Technology this year.	<b>25</b>	0	Connectivity issues and limited resources/materials did not allow for training in this area this year
Areas of Strength for the region	<p>PSTs are committed to inclusionary practices and have multiple years of experience in building relationships with both staff and students. Itinerant PST has made good connections within small communities and is able to provide some of the limited services that are not accessible to small communities.</p> <p>The process of creating and reviewing SSPs is firmly established and regularly reflected on.</p>		
Areas for Development for the region	<p>Understanding how to effectively build a SSP for senior high students which includes practical uses of accommodations that apply to a senior high setting.</p> <p>Improving on best practices for SBST meetings where teachers have a clearer understanding of the roles and procedures of an SBST and how to effectively use it within their school.</p>		
Additional Comments/Requests for Support for the region, <b>including any specific information related to COVID-19 pandemic.</b>	Travel and in person PD were still limited during this school year which had an impact on direct support for both classroom teachers and PSTs		

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	ASSESSMENT	EDUC PSYCHOL	ALL	2 WEEKS	\$ 4,000
DEAN EDUCATIONAL	ASSESSMENT	EDUC PSYCHOL	ALL	1 WEEK	\$ 2,000
FOXY	WELLNESS	WORKSHOP TOUR WELLNESS	ALL	6 WEEKS	\$ 44,925

***E. Assistive Technology***

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

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

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$61,070	\$22,591	Computers, tablets and interaction systems	Under - \$38,479

### ***F. 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.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (If applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (If applicable)</b>
EDS	\$18,509	\$15,000		\$9,623	Projects were regional and every school was given an equal chance to participate.
DGESS	\$18,453	\$15,000		\$9,623	
LKES	\$22,894	\$10,000	Efficiency in joint programs developed		We selected Foxy and Smash, to deliver an arts-based not-for-profit sexual health education & peer leadership program in our schools.
LKRHS	\$12,051	\$10,000		\$9,623	
LNS	\$11,571	\$10,000		\$9,623	
KLS	\$12,608	\$10,000		\$9,623	
CYS	\$15,008	\$10,000		\$9,623	
CTS	\$13,925	\$7,500	Efficiency in joint programs developed	\$9,623	
CJYS	\$18,509	\$7,500	Efficiency in joint programs developed	\$9,623	
<b>TOTAL</b>	<b>\$125,020</b>	<b>\$95,000</b>		<b>\$ 86,607</b>	

## G. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Excellence in student performance is a strategic goal of the Dehcho Divisional Education. In order to meet the needs of all students in a common learning environment and ensure excellence, SSPs and IEPs become critical elements in the Inclusive Learning School Plan. The process for the development of SSPs and IEPs in the Dehcho has been firmly established over the last three years. An area of focus this year will be in improving the quality and implementation of the SSPs and IEPs in JK-12 classrooms.</p> <p>Schools will choose and implement universal strategies for all students. PSTs will improve their instructional strategy toolbox. Principals will be expected to monitor classroom instruction and ensure that student plans are in place and that the diversity in student programming is reflected in year, unit, and daily lesson plans.</p> <p>Due to Covid and class size limitations, more time may be spent in small group instruction with the PST. This will be monitored closely, requiring advanced planning, goals for small groups and a plan for transfer of skills back into the learning environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (If applicable)
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	<b>100%</b>	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	<b>100%</b>	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	<b>100%</b>	80%	Effective high school inclusive schooling practices continue to be an area of concern
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	<b>30%</b>	30	
Number of students not able to participate in the Common Learning Environment in their home community.	<b>5</b>	5	Students are homeschooling due to severe anxiety issues and COVID

% of teachers using Class Profiles (Class Reviews) in their lesson planning.	<b>100%</b>	100%	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	<b>100%</b>	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	<b>6</b>	6	
Number of times per month that the RISC meets with PSTs via video/phone conference?	<b>1-2</b>	1-2	
Number of times per year that the RISC meet with the PSTs in person	<b>5</b>	2	Most in-person meetings were limited to online format due to COVID
Areas of Strength for the region	Our teachers have a good understanding of differentiated instruction in the elementary grades and use class profiles to reflect and plan their teacher instruction.		
Areas for Development for the region	<p>We will be focusing on high school inclusion this school year and what differentiated instruction can further look like in a senior high classroom.</p> <p>Our small schools need more support with multi-age classrooms and differentiated instruction. We will be focusing some of our training on project-based learning for multi-age classrooms in the upcoming school year.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## H. Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Flexible instructional strategies support student achievement and promote student wellness. School staff require time for in-depth learning and practice in order to become effective in such practices. In the Dehcho all teachers are allocated a minimum of bi-weekly collaboration time with the Program Support Teacher where these strategies can be explored.</p> <p>The principals provide flexibility in scheduling so that the PST can work directly in classrooms with teachers through the co-teaching or student-centered coaching models of instruction. Schools also have STIP time where additional collaboration is planned, and support assistants included.</p> <p>Each school will be required to identify 2-3 flexible instructional strategies that ALL teachers will focus on for the school year. These will be implemented with fidelity including professional development during STIP, modelling by PSTs, as well as support from the RISC when requested.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(If applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	<b>100</b>	80%	Principals from small schools indicated that they did not receive enough time with itinerant PST
% of support assistants who receive support through adequate scheduled time with PST.	<b>100</b>	80%	See above
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	<b>100</b>	100%	
% of classroom teachers who will meet with the PST at least once a month.	<b>100</b>	100%	

% of support assistants who will meet with PST at least once a month.	<b>100</b>	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	<b>100</b>	50%	Meetings are not regularly scheduled and happen on a check-in basis
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	<b>100</b>	100%	
% of schools that have a fair process for equitable access to extra-curricular activities.	<b>100</b>	100%	With the implementation of the music program and judo program, small schools now have a fair process for equitable access to extra-curricular activities. However, during certain COVID situations the recent flood occurrence, travel can be suspended, and this programming becomes restricted in small communities.
Areas of Strength for the region	PSTs who have been in their role for a few years have very well-established relationships and have established what their role is in the school. Classroom teachers actively reach out to PSTs for support.		
Areas for Development for the region	We are still looking into how to have more scheduled time for our SAs and classroom teachers to meet with each other and collaborate for student support.  For the upcoming school year, we have hired a regional wellness coordinator who will have a role in providing more extra-curricular activities, especially for our smaller communities.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### ***I. School-based Support Team***

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.



<p>Regional approach to ensure that a SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>It is a DDEC expectation that all larger schools will schedule a minimum of one SBST meeting per week. Small schools will be expected to have one planned meeting per month with others to be scheduled as needed with the itinerant PST. This time slot is prioritized above all other school activities. Program Support Teachers submit a SBST checklist (signed by the principal) to the RISC by the end of September, indicating that the SBST is in place and the process has been reviewed with all staff. Monthly PST reports, submitted to the RISC, indicate the number of SBST meetings held as well as the focus of these team meetings. The RISC will follow-up with the Principals and PSTs to support SBST implementation where necessary throughout</p>
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	<p>the school year.</p> <p>When outside agencies are requested to attend virtual technology will be used to limit the physical contact. Parents will also be given the opportunity to attend virtually.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance (if applicable)</b>
% of schools that have an established and operational SBST by the end of the first month of school.	<b>100</b>	100%	
% of teachers accessing the SBST	<b>100</b>	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	<b>100</b>	65%	Although the referral form is available and all teachers are informed of accessibility to it, it did not get utilized as much as it should have. We have a large staff turnover from one year to the next, and Covid restrictions made it difficult to provide in-person training.
% of schools that keep written records of SBST meetings.	<b>100</b>	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	<b>100</b>	100%	
% of SBST meetings that focus on solving specific problems	<b>70</b>	70%	
% of SBST meetings that address systemic issues in the school	<b>30</b>	20%	Often systemic issues in the school are addressed during staff meetings
Areas of Strength for the region	The SBST process is well established in all the schools and classroom teachers know how to access the SBST and when they can expect to have one.		
Areas for Development for the region	<p>SBST meetings require more structure with a solution-focused approach. Student referral forms are not utilized enough.</p> <p>Meeting minutes are being recorded but more training is required on how to objectively take minutes and what the filing and distribution process is. More practical training on the Teachers Helping Teachers model is also required.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	SBST meetings for the small schools this past year were difficult, especially with connectivity issues and limited travel.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(If applicable)</i>
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	EDS	Three/month 60min/meeting	YES	
	DGEES	Three/month 60min/meeting	YES	

	LKES	Three/month 60min/meeting	one/month	LKES did not have a PST for the beginning of the school year and the itinerant PST also was on medical leave during the school year.
	LKRHS	Three/month 60min/meeting	YES	
	LNS	one/month 60min/meeting	YES	
	KLS	one/month 60min/meeting	YES	
	CYS	one/month 60min/meeting	YES	
	CTS	one/month 60min/meeting	YES	
	CJYS	one/month 60min/meeting	YES	

## J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b></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 an SSP and IEP checklist for both PSTs and Teachers, that clarifies the expectations and processes.</p> <p>Due to Covid 19, the majority of consultation for SSPs and IEPs will be completed via virtual methods.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(If applicable)</i>
% of teachers completing SSPs for student requiring them in consultation with parents.	<b>100</b>	100	
% of teachers completing IEPs for student requiring them in consultation with parents.	<b>100</b>	100	
% of parents participating in developing SSPs for those students requiring them.	<b>100</b>	50%	Parents are always informed of student support, but we have very little feedback.
% of parents participating in developing IEPs for those students requiring them.	<b>100</b>	100%	

% of students participating in developing their own SSPs, when required and appropriate.	<b>100</b>	100%	
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% of students participating in developing their own IEP, when required and appropriate.	<b>100</b>	100%	
Areas of Strength for the region	<p>Our parents are well-informed of SSPs, and IEPs and all parents take part in developing IEPs for our students.</p> <p>SSPs are created in collaboration with students when appropriate and many senior high students will advocate for their own support.</p>		
Areas for Development for the region	<p>We are looking at changing the language used in our SSPs to reflect more student friendly goals and incorporate Indigenous ways of learning into our accommodations and supports.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>PSTs in the Dehcho are expected to align their time use with the allocated targets set out in the Inclusive Schooling Directive. This is also reviewed with the principals each year. PSTs submit a monthly report and schedule to the RISC, outlining their activities for the month in each area of time use. This is reviewed by the RISC and feedback/support provided if the allocated targets are significantly different from expectations.</p> <p>Given that there are limits on class size in some grades as a result of Covid 19, increases in the time spent working directly with students may be noticed. PSTs may be required to work with teachers to develop plans for students at risk and may increase small groups slightly. This will be closely monitored and well-planned to support student success.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (If applicable)
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	<b>100</b>	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	<b>100</b>	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	<b>100</b>	100%	
Areas of Strength for the region	PSTs understand that 60% of their time is spent directly supporting teachers and many have made progress with their classroom teacher meetings where they are able to collaborate and reflect with each other on student needs.		
Areas for Development for the region	PSTs need more training in effective co-teaching and co-planning. There also needs to be more specific direction about what student		



	support can look like within the classroom.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

## 4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that 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.

### A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(If applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(If applicable)</i>
1.0	1.0		1.0	

### ***B. Indigenous Language Instructors***

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for difference (If applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for difference (If applicable)</b>
EDS	1.17	1		1	
DGESS	1.24	1		1	
LKES	0.80	1		1	
LKRHS	0.81	1		1	
LNS	0.50	0.5		0.5	
KLS	0.50	0.7		0.7	
CYS	0.50	0.5		0.5	
CTS	0.50	0.5		0.5	
CJYS	0.50	1	Incumbent in full time position	1	
<b>TOTAL</b>	<b>6.52</b>	<b>7.2</b>		<b>7.2</b>	

*Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.*

Some regions have indicated difficulty in filling Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	Louis Norwegian, Kakisa Lake and Nahanni Butte schools do not have an Aboriginal Language teacher. Staff at all schools have connected with local band office, Elders and other Knowledge Keepers to provide authentic language and cultural experiences that relate directly to Dene Kede and Our Languages curriculum throughout the school year.
What plans do you have to recruit and train language teachers in the future?	DDEC will continue work with job evaluation and local DEAs to follow through on advertising and hiring personnel for these positions.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	N/A

### C. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that center, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (If applicable)	Actual (\$)	Explanation for difference (If applicable)	3 <sup>rd</sup> Party Funding (\$) & Source (If applicable)
EDS	\$35,100	\$35,000	Budgeted amounts distributed equaled by relative size of community to equal approx. total allocated funding	\$48,900	Extra camp costs	
DGESS	\$33,900	\$35,000		\$67,150	Extensive land programs	
LKES	\$33,900	\$35,000		\$49,209	Extra outdoor programs	
LKRHS	\$33,900	\$35,000		\$49,209	Extra camp costs	
LNS	\$29,250	\$32,000		\$ 18,140	Smaller projects	
KLS	\$28,250	\$32,000		\$16,880	Smaller projects due to school size	
CYS	\$30,250	\$32,000		\$29,750	Extensive language culture programs	
CTS	\$33,500	\$32,000		\$18,690	Smaller school with less costs	
CJYS	\$31,250	\$32,000		\$32,366	Lang development and projects	
<b>TOTAL</b>	<b>\$289,300</b>	<b>\$300,000</b>			<b>\$330,294</b>	

### ***D. Building the School-Community Relationship***

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for the Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day-to-day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Dehcho Education Council believes that building school-community relationship is one of the most important aspects of Indigenizing education. Throughout the year various strategies and activities will be implemented that will endorse this. Each grade will participate in authentic cultural camps that will use activities from Dene Kede , Dene Laws, and Our Languages Curriculum. These camps will bring together community business, Elders and other knowledge keepers who want to share traditional stories, skills and knowledge with our students and staff. Schools will continue to receive "Elders in School" funds so that they can involve Elders and knowledge keepers in activities such as feasts, assemblies, seasonal camps and classroom activities.</p> <p>Due to COVID-19 restrictions Elders will be restricted to interactions that could involve virtual interactions but will vary on network and technology accessibility and technical support in all Dehcho communities.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
% of schools with an ILE Committee	100%	55% of the schools have an ILE Committee	6 out of 9 schools have a full time ILE
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%	55%	Due to COVID-19 Pandemic small numbers of schools hired Elders for either on the land and/ or afterschool activities.

% of schools hosting community gatherings rooted in local cultures	100%	66%	Of the schools were able to host on the land and/ or afterschool activities such as fire feeding ceremonies and delivered meals.
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Areas of Strength for the region	Schools have been adapting their delivery of lessons by using media, and on the land activities to deliver quality language programming and indigenizing their schools.
Areas for Development for the region	There is a need to update how ILI can access information using reliable internet and the speed of delivery of resources.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	In order to deliver materials and resources and ensure it is accessible for all Educators is the need to update the technology used.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency <i>(part-time or full-time)</i>	EDS	10 visits	1 Elder Visit during Hay Lake Cultural Orientation	Not able to complete due to COVID restrictions  Principal turnover caused discrepancies in reporting
	DGESS	10 visits	1 Visit with 2 Elders during culture camp, sharing of stories, berry picking, cooking traditional foods	Not able to due to COVID restrictions
	LKES	10 visits	0 Elder visits to school	Not able to due to COVID restrictions  Spring flood also had effect on cultural activities
	LKRHS	10 visits	0 Elder visits to school	Not able to due to COVID restrictions  Spring flood also had effect on cultural activities
	LNS	10 visits	0 Elder visits to school	Back to school feeding of the fire- <b>COVID restricted this event.</b>  Seasonal on the land camps with



			<p>Cutting firewood for Elders with local Knowledge keeper</p> <p>Nature hikes and consulting with Elders and Knowledge Keepers on local plants and animals.</p>	<p>Elders involved in planning and teaching traditional skills and language. <b>COVID restricted this event.</b></p> <p>Community feasts based on the Dene Laws (Thanksgiving feast, preparing treats for and visiting Elders (Knowledge keepers to help prepare traditional foods) <b>COVID restricted this event.</b></p>
	KLS	10 visits	0 Elder visits to school	Not able to complete Elder visits due to COVID restrictions
	CYS	10 visits Create a collection of local photos taken by students, staff and community members for an authentic school calendar that emphasizes local history, protocols, and traditions	0 Elder visits to school School camera Shutterfly account DEA support	<p>Publication of an authentic School Calendar shared with the DEA and community members before June 15, 2021.</p> <p>Not able to complete Elder visits due to COVID restrictions</p>
	CTS	10 visits	0 Elder visits to school	<p>Unable to due to COVID restrictions</p> <p>Instead, monthly newsletters sent home, letters to Elders, Bannock, and muffins as gifts. Bannock and Tea for Elders (Monthly) Giving back to community- Challenge with students</p>
	CJYS	10 visits Identifying and establishing community	Guardianship Programming – kids still have access to those programs	Cultural activities and Elder visits restricted due to COVID restrictions

		<p>resource people (youth &amp; young leaders)</p>	<p>Young Resource people helped with after-school programming</p> <p>Traditional fire feeding ceremony held</p> <p>Put meals together for community members and elders</p>	
<p>Types of events/ projects involving cultural resource people per grade level</p>	<p>EDS</p>	<p>Two land and culture-based camps for JK-12 with Elders involved in planning and teaching traditional activities.</p> <p>Telling stories</p>	<p>JK-12 were able to have two seasonal camps that included one Elder for each season except for summer camp.</p>	<p>Interaction with Elders and other community members were restricted due to COVID guidelines</p>

		<p>and sharing historical information.</p> <p>Elders to teach Dene Yatie language and skills around home activities such as cooking, sewing, and cutting wood.</p> <p>Drum-making and drumming for the boys.</p> <p>Sewing and beading mittens for the girls.</p>		
	<p>DGESS</p>	<p>The school will facilitate three land and culture-based camps for JK-12 with Elders involved in planning and teaching traditional activities.</p> <p>A Jordan's Principle grant will be used to fund after-school cultural activities.</p> <p>These activities will be hands-on for students and will be led by local knowledge keepers.</p> <p>Staff and students will engage in storytelling and sharing historical information.</p>	<p>The school worked with the community to offer language classes for teachers and community members</p> <p>Staff and students engaged in storytelling and sharing historical information</p> <p>Elders were not able to visit the school due to</p>	<p>Activities limited due to COVID regulations</p>

		The staff and students will continue to welcome Elders into the school to teach language and skills around home activities such as	COVID regulations	
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		<p>cooking, sewing and cutting wood. The JK-12 classroom involvement remains dependent upon individual class plans.</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-12 classroom involvement dependent on individual class plans.</p>		<p>Spring flood also had effect on cultural activities</p>
	<p>LKES</p>	<p>Two on the land camps with Elders and knowledge keepers involved with planning and teaching traditional skills. Telling stories and sharing historical information K-6 classroom involved dependent on individual classroom</p>	<p>Unable to complete on the land camps due to COVID regulations</p> <p>Continued trying to partner with local landowners to set up a camp within walking distance of the school.</p>	<p>Unable to complete on the land camps due to COVID rules and regulations.</p> <p>Spring flood also had effect on cultural activities</p>

		plans.		
	LKRHS	<p>Grade 7-9 Elders and Knowledge Keepers to teach Dene Zhatie language and skills around home activities such as cooking, sewing, and cutting wood.</p> <p>Elders and Knowledge Keepers will share stories and historical information. Elders and Knowledge Keepers participate during lunchtime to teach and guide staff and students in traditional sewing and hand games at least twice a week.</p>	<p>Grade 7-9 Dene Zhatie language teachers taught language and cultural skills</p> <p>Students went out on the land for Take a Kid trapping program and learned on the land skills: ice fishing, dry fish making, cooking, and sewing, repairing their gear</p> <p>Junior and senior high students participated in Elder appreciation day went out in the spring to shovel driveways for elders</p>	<p>Cultural activities were limited due to COVID regulations</p> <p>Hand games did not happen due to COVID regulations</p> <p>Elder visits did not occur due to COVID regulations</p> <p>Spring flood also had effect on cultural activities</p>

	LNS	<p>Back to school feeding the fire.</p> <p>Seasonal on the land camps with Elders involved in planning and teaching traditional skills and Dene Zhatie language.</p> <p>Community events based on the Dene Laws such as Thanksgiving feast, preparing treats for and visiting Elders.</p> <p>Cutting firewood for Elders with local knowledge keepers.</p> <p>Nature hikes and consulting with Elders and knowledge keepers on local plants and animals.</p> <p>All grade levels are included from JK-8.</p>	<p>Looked for opportunities for students to give back seasonally:</p> <p>Winter Christmas gathering wood &amp; Elders/ Elders baskets</p> <p>Local Elders wall-building this with kids.</p>	<p>Not able to complete many activities due to COVID regulations</p> <p>Spring flood also had effect on cultural activities</p> <p>Principal turnover also produced discrepancies in reporting</p>
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	KLS	<p>One culture camp with Elders involved in planning and teaching traditional skills.</p> <p>Telling stories and sharing historical information incorporated into other subject areas.</p> <p>Elders to teach language and skills around cooking, sewing, and cutting wood.</p> <p>K-9 classroom involved.</p> <p>Sometimes the community holds a family moose hunt. Students and community members participate in that event as well.</p>	Delivered food to Elders in community	Unable to complete many activities due to COVID regulations
	CYS	<p>Two cultural camps with Elders involved in planning and teaching traditional skills such as drum making, jigging projects/ events.</p> <p>Telling stories and sharing historical information.</p> <p>Elders to teach Dene Zhatie and skills around home activities such as cooking, sewing and gathering and cutting wood.</p>	<p>Elder visits were restricted</p> <p>School continued sharing stories and historical information</p>	<p>Unable to complete activities due to COVID regulations</p> <p>Principal turnover produced some discrepancies in reporting</p>



	<p>CTS</p>	<p>Sambaa K'e is an active traditional Dene community. Many cultural activities can be spontaneous.</p> <p>Two on the land camps with Elders involved in planning and teaching traditional skill.</p> <p>Elders and knowledge keepers to teach Dene Yatie language and skills around home activities such as cooking, sewing and cutting wood.</p> <p>Telling stories and sharing historical information</p>	<p>Monthly newsletters sent home</p> <p>Letters sent home to Elders</p> <p>Bannock, muffins and gifts sent to Elders</p> <p>Monthly Bannock and Tea for Elders</p> <p>Giving Back to community challenge with students.</p>	<p>Unable to complete some activities due to COVID restrictions</p>
	<p>CJYS</p>	<p>Elders to teach language and skills around home activities such as cooking, sewing and cutting wood.</p> <p>Telling stories and sharing historical information.</p> <p>K-10 classroom involvement dependent on individual classroom plans and availability of resource people.</p>	<p>Unable to visit Elders</p>	<p>Unable to complete activities due to COVID restrictions</p>

<p>Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	<p>EDS</p>	<p>At least three opportunities to connect with community groups to collaborate on cultural experiences. These can include feasts, drum dances, Dene Yatie language</p>	<p>Community activities were limited</p>	<p>Unable to complete activities due to COVID restrictions</p>
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		literacy events, storytelling nights, meet and greet events, concerts, feeding fire ceremonies and tea and Bannock sharing.		
	DGESS	Staff will offer at least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.	Worked with the community to offer language classes for teachers and community members	Unable to complete some activities due to COVID regulations
	LKES	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies, etc.	Unable to complete drum dancing	Unable to complete many activities due to COVID regulations Had planned to work with the Guardian program for the Rabbit but due to weather and scheduling conflicts unable to successfully set up.  Worked with partnerships to secure camps for culture camps within walking distance to the school. It did not happen. Permission to use the land was not given, we were not able to proceed.  Unable to complete some activities due to spring flooding
		At least three	Elder	Unable to complete many activities

	LKRHS	opportunities to connect with community groups to collaborate on	appreciation day	due to COVID 19 and then spring flooding
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		<p>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.</p>		
	<p>LNS</p>	<p>At least one community feast a month.          At least one community breakfast a month.          Back to school fishing trip to held in early fall.          Literacy nights (book/movies) will be held monthly          Monthly culture/nature craft night.          Monthly events will be planned to ensure that there is a weekly school–community gathering outside of instructional hours)</p>	<p>Delivered treats to Elders monthly          Berry picking, Jam and Bannock made and delivered to Elders on Mondays, following COVID protocols</p>	<p>Cancelled the firewood gathering for Elders due to COVID.          Many activities were not able to be completed due to COVID regulations and then spring flooding.</p>

	KLS	<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</p>	<p>focused on keeping connections with Elders and the community on a regular basis through visits in the community.</p> <p>We have connected, healthy eating, our cooking class, and the Dene Laws of Sharing, and Loving each other, by cooking and delivering meals to the Elders and sometimes the whole community.</p>	<p>No Elders were allowed into the school due to COVID.</p> <p>Unable to complete community activities due to COVID regulations</p>
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		greet events, concerts, and feeding the fire ceremonies, etc.		
	CYS	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, storytelling nights, meet and greet events, concerts, feeding the fire ceremonies etc.	Support Assistant Elder Verification using a socially distant connection NWT Language App Giant recordable buttons  Staff fluently embedded daily greetings and introductions in the Dene Zhatie language, daily Spiritual Prayer, and snacking phrases	Unable to complete many community activities due to COVID regulations
	CTS	At least four opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.	Monthly newsletters home, letters to Elders, Bannock and muffins as gifts. Bannock and tea for Elders (monthly)  Giving back to community- Challenges with students	Unable to complete many activities due to COVID regulations

	<p>CJYS</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</p>	<p>Continued with traditional ceremonies such as feeding of the fire to begin the school year and monthly language instructors leading.</p>	<p>Unable to complete many activities due to COVID regulations</p>
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		events storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies, etc.		
# of ILE Plan goals met, not yet met or still in progress	EDS	ILE Committee is established and will meet and plan based on the ILE team checklist.	Created whole school team for planning	
	DGESS	ILE Committee is established and will meet and plan based on the ILE team checklist.	Created the ILE team with volunteers for planning	
	LKES	ILE Committee is established and will meet and plan based on the ILE team checklist.	Created ILE committee for planning	
	LKRHS	ILE Committee is established and will meet and plan based on the ILE team checklist.	Created ILE committee for planning	
	LNS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.	NA	Principal turnover
	KLS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.	ILE committee was established and met for planning Workshops provided	

	CYS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.	Workshops provided ILE committee established	
	CTS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.	Workshops provided ILE committee established	
	CJYS	ILE Committee is established and will meet and plan based on the ILE team checklist.	ILE committee established; workshops provided	

### ***E. Strengthening Training for Northern Educators***

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region's approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Cultural orientation days are mandated by ECE to provide time for the teachers to learn about the culture and histories of their communities. In the Dehcho, these days are held alternatively at the regional and local levels: two years are regional Cultural Orientation, and the third year is local Cultural Orientation. This year is local. When held locally, the DEA is encouraged to collaborate with the school staff to plan and deliver the activities based on Dene Kede. Support Assistants are included. Local Cultural Orientation days are held at individually determined dates.</p> <p>Due to the COVID-19 restrictions this year regional orientation will be hosted virtually for all Dehcho staff.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	In the spring of 2021 6 of 9 ILI had training on the OLC.
% of schools holding Teacher Cultural Orientation Days.	100%	100%	Teachers involved in Cultural Orientation Days.
Type of Residential School Awareness Training provided and # of teachers/staff participating.	N/A Occurs regionally every 2 years. Completed during 2019 school year.	NA	
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	Training was completed in spring of 2021.
Areas of Strength for the region	ILE continues to follow their ILE Action Plan they set out in the schools. Some programming had to be on hold due to the COVID-19 pandemic. Most schools were able to continue with Elders being involved in schools as well as provide cultural programming.		

Areas for Development for the region	Some schools will work on creating their ILE team and RILE will ensure to be involved in meetings as much as possible. Plans to offer Living Well Together (Indigenous Cultural Awareness and Sensitive Training) with ECE
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	RILE was able to move most resources on devices for schools to use. Will continue to provide a list of what is available at the central office to support all schools.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	EDS	100% of staff participate in Cultural Orientation Days	100%	
	DGESS	100% of staff participate in Cultural Orientation Days	100%	
	LKES	100% of staff participate in Cultural Orientation Days	100%	
	LKRHS	100% of staff participate in Cultural Orientation Days	100%	
	LNS	100% of staff participate in Cultural Orientation Days	100%	
	KLS	100% of staff participate in Cultural Orientation Days	100%	
	CYS	100% of staff participate in Cultural Orientation Days	100%	
	CTS	100% of staff participate in Cultural Orientation Days	100%	
	CJYS	100% of staff participate in Cultural Orientation Days	100%	
Number of local resource people and type of involvement in Cultural Orientation	EDS	Activities and other resource people will be determined after specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.	100% staff attended ILE training	Number of local resource people restricted due to COVID regulations

activities.	DGESS	Activities and other resource people will be determined after	100% staff attended ILE training	Number of local resource people restricted due to COVID regulations
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		specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.		
	LKES	Activities and other resource people will be determined after specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.  Cultural Orientation days were to have a variety of options for staff to choose from such as: -Moose Hide Tanning -Beading -Traditional Hunting and Fishing,	100% staff participated in ILE training	Number of local resource people restricted due to COVID regulations
	LKRHS	Activities and other resource people will be determined after specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.	100% staff participated in ILE training	Number of local resource people restricted due to COVID regulations
	LNS	100% of staff will attend Dene Kede/ILE training by ECE.	100% of staff attended	Number of local resource people restricted due to COVID regulations
	KLS	Will include as many resource people as possible (limited numbers in community) once plans have been determined. 100% of staff will attend Dene Kede/ILE training by ECE.	Days used for staff isolation	Number of local resource people restricted due to COVID regulations

	CYS	<p>Four to eight Elders and staff will be exploring traditional fishing areas and sharing the history of the local camp and trapping areas of Netla and Swan Point. Other activities and resources will be determined after specific plans are completed.</p> <p>100% of staff will attend Dene Kede/ILE training by ECE.</p>	100% of staff attended training	
	CTS	<p>Many different resource people will be used throughout the year depending</p>	<p>This was not able to happen due to COVID restrictions. ILI did their own classroom cultural planning for their classroom</p>	

		on the seasonal community activities.		
	CJYS	Activities and other resources. People will be determined after specific plans are completed. 100% of staff will attend Dene Kede/ILE training by ECE.	100% staff attended ILE training	Number of local resource people restricted due to COVID regulations



### ***F. Employing a Whole School Approach to Language Use***

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region's approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)</p>	<p>Using the whole school approach allows all staff and students to use and learn Dene Zhatie in all areas of the school. The Dene language will be incorporated throughout the school's using signage, announcements, community gatherings, and on-land camp experiences. Each school will learn conversational phrases that will be used during the school day. School Principal and ILE committees will meet on a regular basis to plan, implement, assess, and celebrate the whole school approach. Our RILE and Indigenous Language Teachers will also help and support the ILE Committee.</p> <p>All staff will be following the guidelines and practices for COVID requirements outlined by each school while implementing these objectives. This will include the use of face masks, physical distancing, and limiting the number of participants to ensure a safe environment for all.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference <i>(if applicable)</i></b>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	ILI are working with Teachers in some schools to help implement Dene Kede.		

<p>Areas for Development for the region</p>	<p>RILE will ensure providing language resources using media (Greetings/Prayer and O Canada on USB) to support schools with initiatives in place to promote a Whole School Approach to language use. It was suggested new teaching staff will need support with Dene Kede and community protocols.</p>
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Additional Comments for the region,  
including any specific information related to  
the COVID-19 pandemic.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	EDS	<p>Staff will learn greetings and two other statements in Dene Yatie relating to the school environment.</p> <p>Provide the opportunity to use Dene Yatie in morning announcements, (student conversations will be said in both English and Dene Yatie, so staff and students will be able to pick up new phrases), assemblies and special events such as prayers, feeding the fire.</p> <p>Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom.</p> <p>Display Dene Yatie Language written signage throughout school</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

		and in classrooms. Dene Language Teacher will teach staff phrases at the end of each staff meeting.	Yes	
	DGESS	Staff will continue to learn greetings and at least two other statements in Dene Zhatie relating to the school environment. Continue to say morning announcement and Morning prayer in Dene Zhatie. Continue to use Dene Zhatie in school assemblies, and special events such as prayers and feeding the fire. Dene Language Teachers will continue to offer impromptu language lessons outside of the Dene language classroom. Will continue to display Dene Language written signage throughout the school and in classrooms.	Yes  Yes  Yes  Yes	
	LKES	Staff will continue to learn greetings and two other statements in Dene Zhatie relating to the school	Morning Prayer did not happen	Our PA system was non-functioning this year and we have not been able to get it fixed.

		<p>environment. Encourage Dene Language Teacher to offer impromptu language lessons outside of Dene Zhatie language classroom.</p> <p>Continue to display pictures and written signage throughout school and in classrooms.</p> <p>ILE Committee and classroom teachers will meet regularly to coordinate and incorporate the traditional cultural activities and themes introduced in Dene Zhatie class to core subject areas.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Some traditional</p>
	<p>LKRHS</p>	<p>Staff will learn greetings and two other 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>ILE Committee and classroom teachers will coordinate to incorporate</p>	<p>Yes</p> <p>Morning announcement unavailable</p> <p>Yes</p>	<p>These are posted daily on the message board as students arrive at school. Signs are posted on the walls of the classrooms and schools.</p> <p>Some traditional activities limited due to COVID</p>

		traditional activities and themes introduced in the Dene Zhatie class into their core subject areas.		
	LNS	Staff will learn greetings and two statements in Dene Zhatie relating to the school environment. Use Dene months, seasons, days of the week and numbers during morning calendar. Dene word of the day. Work with students to learn words and update /create new labels/signage for the school.	Yes  No	Staff continually work on classroom commands, greetings, and prayer. There is no language teacher, therefore classroom teachers' ability to incorporate language is extremely limited.
	KLS	Each morning school begins with the National Anthem in Dene Zhatie. Items in the school are labelled in Dene Zhatie. Our daily calendar is labelled and done in Dene Zhatie. The students do traditional activities such as beading and sewing.	Yes  Yes	Some traditional activities were limited due to COVID
	CYS	Staff will learn greetings and five other statements in Dene Zhatie relating to the school	Staff fluently embedded daily greetings and introduction in the Dene	School does not have Dene Language teacher

			<p>Zhatie Language, daily Spiritual Prayer, and snacking phrases, and two other request phrases each term relating to the school environment as evidenced by the RILE.</p>	
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		<p>environment. Provide the opportunity to use Dene Zhatie in morning announcements, assemblies, on-land camps, and special events such as prayers and feeding the fire.</p> <p>Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom.</p> <p>Display Dene Language written signage throughout the school and in the classrooms.</p>	Yes	
	CTS	<p>Staff will learn greetings and two other statements in Dene Yatie relating to the school environment.</p> <p>Provide the opportunity to use Dene Yatie in morning announcements, assemblies and special events such as prayers and feeding the fire.</p>	Yes  Yes  Yes	



		Dene laws will be promoted in all school activities.		
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	CJYS	Encourage Dene Language Instructors to offer impromptu language lessons outside the Dene Language classroom. Display Dene Language written signage throughout the school and in the classrooms.	Yes Yes	
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## G. Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region's approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, <b>including any specific information related to the COVID-19 pandemic.</b> (required 2021)</p>	<p>The focus will continue to be on strengthening our approaches to Indigenizing teaching and learning practices in all schools.</p> <p>This involves bringing Indigenous concepts to all aspects of education. Dene Kede and understanding the Dene Laws must be actively used in planning and teaching Indigenous world views, ways of knowing, doing and being within school programming. Adopting, learning and teaching practices that are holistic, relational, spiral and experiential will provide authentic key cultural experiences.</p> <p>Staff will participate in cultural orientations, cultural camps, in-service workshops from ECE, and work closely with Elders and other knowledge keepers. From this, staff and the ILE Committee will collaborate to build on and generate new ideas that will include Indigenous Languages and cultural activities in their daily interactions and classroom plans.</p> <p>Due to COVID 19 restrictions Elders and knowledge keeper's participation in cultural programming will be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	ECE provided training in 2020/21 on Dene Kede.
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	Most schools are implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)

Areas of Strength for the region	Most schools have worked on implementing Dene Kede in their planning and Whole School Approach to have more experiential learning for their students
Areas for Development for the region	New staff will need additional professional development related to developing Indigenizing teaching and learning practices. RILE can provide support in areas of specific Indigenous teaching and learning practices (e.g., holistic, relational, spiral, and experiential practices)
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. (e.g. holistic, relational, spiral and experiential)	EDS	At least 1 STIP time (part of the STIP collaboration day) a month will be used to collaborate with Dene Language instructors on how to incorporate Indigenous teaching methods such as talking circles into classroom activities. Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will provide opportunities for students to participate in	Part of STIP collaboration days were used to collaborate with language instructors	Some community activities were limited due to COVID regulations

		community events such political		
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		<p>meetings, winter carnival, Elder’s birthdays, Treaty Day, Chief and council meetings (if open to public or invited)</p>		
	<p>DGESS</p>	<p>At least 1 STIP time a month will be used to collaborate with Dene Zhatie Language instructors on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities.</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 or regional meetings, Treaty Days, Elder’s birthdays, etc.</p>	<p>Principal set up bulletin boards to reflect Dene culture</p> <p>Principal ordered welcome signage in Dene Zhatie</p>	<p>Students were not able to participate in community events due to COVID regulations</p>

	LKES	At least 1 STIP time a month will be used to collaborate with the Dene Language	Part of STIP collaboration days were used to collaborate with language instructors  Since January 2021 we have celebrated our classroom Dene Law Stars in our Weekly What's Up Newsletter These Dene Law Stars were also posted on the school's and local Facebook Pages	Students were not able to participate in community events due to COVID regulations
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		<p>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.</p>		
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	LKRHS	<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.</p> <p>Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities.</p> <p>Staff will provide</p>	<p>Participate in more training around Dene Kede</p> <p>Aboriginal 30 bought students to local leadership meetings</p> <p>Students participated in local area for traditional activities: snowshoe, hiking, search for traditional medicine,</p>	<p>Some community participation is limited due to COVID regulations</p>
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		<p>opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days.</p> <p>When opportunities arise, staff and students will bring in guest speakers and participate in community and regional meetings.</p>	<p>Students participated in the Take a Kid Trapping with Elder during spring break. Elder taught ice-fishing, preparing and outdoor cooking. Set snares for rabbits, skidoo to local hunting areas.</p>	
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	LNS	<p>Integrate Dene Kede curriculum into all subject areas.</p> <p>Staff will seek professional development to allow collaboration with schools that have Dene Zhatie Language teacher as well as with local Elders/Knowledge keepers.</p> <p>Research and integrate opportunities to include Indigenous approaches to education (hands-on, student-led inquiry, on land culturally relevant camps, and small trips).</p> <p>Build on learning by expanding</p>	<p>Dene Kede integrated into all subject areas</p> <p>Daily review of Dene laws and how they relate to being a good person (importance of helping, sharing, being nice) 0% use of language.</p> <p>Reading a culturally relevant book during language arts and word work time.</p> <p>Learning a Dene word of the day during language arts and word work time.</p> <p>Daily nature walk and reflection on local plants and animals.</p> <p>Dene worldview and culture incorporated in all subject areas as possible. Depending on topic/theme this ranges from daily to weekly.</p> <p>Ask an Elder incorporated into each social studies and science unit as relevant.</p>	<p>Some community activities limited due to COVID regulations</p>
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		<p>topics, and building on previous experiences building curriculum on common themes to ensure spiral approach to learning.</p> <p>Foster opportunities through student led inquiry, cultural programming, hands on skills to help students build confidence, skills and resiliency.</p>		
	<p>KLS</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.</p>	<p>Our school does not have a Dene Zhatie language teacher. Because of Covid in school activities involving Elders and community members as well as community events and celebrations did not occur this year.</p>	<p>Due to COVID restrictions they were unable to have Elders in their school to share stories or demonstrate traditional activities. Gifts made at the school were made and delivered to Elders.</p>

	CYS	At least 2 STIP periods a month will be used to collaborate with elders and knowledge keepers on how to incorporate Indigenous teaching methods such as talking circles into their classroom	STIP periods were used to collaborate with knowledge keepers  Twice per month 100% of staff created an Elder-youth connection using the phone and an iPad to discuss Indigenous worldview, language, and culture of the community of Nahanni Butte.	Some activities were limited due to COVID regulations
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		<p>activities.</p> <p>Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities.</p> <p>Staff will participate with their class while Elders are sharing stories or demonstrating activities.</p> <p>Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days and Municipal Day.</p>		
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	<p>CTS</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.</p> <p>Staff will participate with their class while Elders and knowledge keepers are sharing stories or demonstrating traditional</p>	<p>STIP time was used every month to collaborate with Dene Language teacher</p> <p>Use of Dene Kede K-6 in their planning and delivery within their lessons.</p>	<p>Some activities were limited due to COVID regulations</p>
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		activities. Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days.		
	CJYS	At least 1 STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities.  Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities.  Staff will provide opportunities for students to participate in community events.	STIP day was used every month to collaborate with Dene Language instructor  Self-reg drumming Dene Laws Cultural arts and crafts Videos of hand games tournaments	Some activities limited due to COVID regulations
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	EDS	Spiral learning (For example in debating the intrinsic value of Dene Laws when comparing to the Social emotional learning curriculum).	Spiral learning was used in teaching practices	
	DGESS	IBID	Improved cultural spaces within school	
	LKES	IBID	Successfully developed and implemented one	We attempted to do the same with a rabbit theme but were unable



**Annual Report**

			<p>school wide theme: Moose Theme</p> <p>At the start of the school year, we set up a school calendar with a Dene Kede Theme for each month</p>	<p>to set it up as effectively due to weather issues and scheduling conflicts with the Guardian Program.</p> <p>Covid-19 regulations also prevented us from utilizing elders in the school to help with the development of these themes</p> <p>Teachers used this calendar to help plan their activities and Dene Kede</p>
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	LKRHS	IBID	Create a cultural space in school  Created a tent frame in the foyer	
	LNS	IBID	Making connections to self, community, and culture within the curriculum content. For example, using the student's name in a math problem.	
	KLS	IBID	Continued development of our students' understanding of reciprocity and the DENE Laws of sharing and love, through giving back to the community by visiting and delivering meals weekly (sometimes oftener). The school communicates with the parents on all planned school activities	
	CYS	IBID	For each term of the school year, 100% of staff planned with local cultural experts to offer key cultural experiences using a spiral approach to learning how to snare rabbits, and trap beaver.	
	CTS	IBID	Use Dene Kede, planning units to have more experiential learning	
	CJYS	IBID	Continue to offer opportunities to validate the importance of culture in the school and	

			<p>students live These opportunities reflect the 4 Indigenous Teaching and Learning practices that are outlined in the ILE Handbook. Opportunities the school provides include students drum, hear drumming, hear language at the beginning of the day as a daily prayer in the Dene Zhatie, watching a video of experience such as hand games, participating in cultural arts and crafts, etc.</p>	
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## H. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Much of the curricular content and programming planning will come from Dene Kede, Our Languages Curriculum, OLC resource guide, Indigenous Languages and Education Handbook, and Our Languages website.</p> <p>Ample resources of Indigenous authors and Indigenous reading materials are available in all schools, as is the Our Languages website. Schools will incorporate the values and ways of living based on Dene Laws in all school activities, assemblies, on the land camps and daily classroom routines.</p> <p>ILE committees will investigate and bring recommendations to staff regarding new Indigenous supports, materials and units that can be added to the Indigenous content in their schools.</p> <p>Incorporating simple Dene language instruction and signage in the whole school relevant to COVID 19 health precautions will be encouraged (e.g. "wash your hands", directional arrows, etc.)</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	Most schools are focused on Indigenizing content for curricula and programming.
Areas of Strength for the region	Most schools have resources (books and stories provided on USB) to support their content for curricula and programming.		
Areas for Development for the region	Will continue to provide support on developing additional resources as the needs arise. Create a catalogue of available resources at the TLC to assist all schools focus on Indigenizing content for curricula and programming.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	EDS	<p>25% of collaboration STIP will be dedicated to Indigenizing content. Staff will meet one-on-one or in small groups to collaborate with Dene Yatie teacher to develop a plan that will support Indigenizing content in other subject areas.</p> <p>One day of Professional Development in October will be allocated for Indigenizing curriculum.</p>	These goals were met	
	DGESS	<p>DDEC and ECE will facilitate workshops that will continue to build upon goals and activities establish in workshops.</p> <p>Dene Kede, Our Languages Curriculum and Dene Laws will continue to guide and direct the language and cultural learning experiences of the student in all grades.</p>	Workshops were provided for staff	
	LKES	<p>An ILE component will be included in all staff meetings.</p> <p>ILE committee will</p>	We set up an ILE committee and scheduled team meetings every 8	

		<p>FOCUS on protocol: Listening to elders, adults, each other (BEING A CAPABLE PERSON) - traditional practices (this is how elders want us to do things) - doing ceremony, stories &amp; how to be comfortable with being silent &amp; listen</p>	<p>weeks as well as a section of our staff meeting dedicated to ILE discussions every 4 weeks.</p>	
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		<p>meet once a month.</p> <p>Schedule and plan STIP days purposefully to work on developing cross curricular class and school wide themes.</p>		
	LKRHS	<p>An ILE component will be included in all staff meetings.</p> <p>The ILE committee will be once a month.</p> <p>Schedule and plan STIP days purposefully to work on developing cross curricular class and school wide Indigenous themes.</p>	<p>ILE component included in all staff meetings</p> <p>ILE committee established</p> <p>STIP days used for collaboration in Indigenous language</p>	<p>Not all STIP days were used due to spring flooding and ILE meetings did not take place every month due to spring flooding</p>
	LNS	<p>Consultation with schools that have Dene Zhatie language teachers at least twice a year.</p> <p>Dedicate one monthly STIP (half day) to plan for/research strategies for Indigenizing course content in all subject areas.</p> <p>Dene Kede and other resources (ECE web site, apps, books, articles).</p>	<p>Part of STIP days dedicated once a month to Indigenous language and content</p>	<p>Consulting with other schools did not take place as there was a new principal who was getting used to new protocols and the spring flood</p>

	KLS	Regular discussions will be held on ways to incorporate Dene Kede and Dene Laws into all subject areas Staff will receive in-service training for Dene Kede/ILE Committee formation.	Students are given background knowledge and information before doing activities. Dene Kede is used by teachers in their planning	
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	CYS	Staff involved in planning for Indigenizing of content of curriculum during STIP days of 2 Monday mornings per month.	By drawing from Indigenous knowledge keepers and other resources, 100% of staff provided spiral, relational, and experiential approaches to learning by offering One inquiry-based learning project per term, while modeling tasks and processes, and guiding students in their practice.	
	CTS	<p>Staff will include Dene Kede in daily plans within all subject areas.</p> <p>Dedicate 1 monthly STIP (half day) to plan for specific strategies for Indigenizing content in all subject areas.</p> <p>Dene Kede, Our Languages Curriculum, and Dene Laws and other resources such as ECE website, apps, books, articles, etc.</p>	<p>Used Dene kede, planning units to have more experiential learning</p> <p>Dene Laws building into school plans</p> <p>Used Dene kede, planning units to have more experiential learning</p> <p>Used Dene Laws building into school plans</p>	

	CJYS	<p>Dene Kede will be included in daily programming from JK-9 across all subject areas. Staff meeting and STIP will allocated for planning indigenizing content. Principal will participate in related sessions during principal conferences.</p> <p>All staff will participate in relevant sessions during regional orientation</p> <p>All staff will receive in-service training for Dene Kede and meet as the ILE</p>	<p>Built into school staff meetings – DDEC would like to have minutes from the meeting.</p>	
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		Committee.		
<p>% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.</p>	EDS	100%	Same as above	
	DGESS	100%	100% Used more Indigenous Literature; Created a crossover checklist of connections between Dene Kede and the curriculums; more Dene activities in the classroom	
	LKES	100% FOCUS on protocol: Listening to elders, adults, each other (BEING A CAPABLE PERSON) - traditional practices (this is how elders want us to do things) - doing ceremony, stories & how to be comfortable with being silent & listen	We were unable to fulfill this target in any substantial way this year	Due to Covid 19 Restrictions we were unable to have elders enter the school and work with us on to focus on and develop these protocols or to hold ceremonial events that would require these protocols to be used
	LKRHS	100%	75%	Teacher turnover required a lot more training for some staff in Dene Kede  Require more training for senior high courses and Indigenizing content
	LNS	100%	100%	
	KLS	100%	100%	
	CYS	100%	100% of staff actively planned for and infused Indigenous content into subject area disciplines by including <i>Dene Kede</i>	

			and other resources in their unit plans.	
	CTS	100%	100%	
	CJYS	100%	100%	

<p>Type of Indigenous content visible within school within school and % of school used to display content. <i>(e.g. artifacts, Indigenous role models, Elders' wall, etc.)</i></p>	EDS	<p>The school will display posters in hallways and classrooms in Dene Yatie (common phrases, conversation, instructions and Dene Laws).</p> <p>The school will display artifacts and pictures of community members/Elders/role models in front foyer.</p>			
	DGESS	<p>Dene Zhatie language signage, and cultural displays will continue to be evident throughout the school.</p> <p>Examples will be: a welcoming friends sign as you enter the school, all classrooms and other doors have Dene Zhatie signage identifying the what the room is, bulletin boards in main foyers will be changed regularly to reflect community seasonal and school activities, Covid-19 information will be available, and traditional artifacts will be displayed in glass case in foyers and other areas of the school.</p>	<p>Improved cultural spaces within school.</p> <p>Create a library of stories and resources in Dene Zhatie.</p> <p>Create a Dene Zhatie photo and word wall</p>	<p>School principal erected all of the bulletin boards in the school's common areas to reflect Dene Zhatie language and culture.</p> <p>School principal ordered and erected welcome signage in Dene Zhatie for the front office.</p>	
	LKES	<p>Dene Zhatie signage throughout the school.</p>	<p>Our PA System was not working all year this year so we could</p>		

		Updated pictures of	not make any announcements or have our usual morning prayer		
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		Elders in the center of the school. Display new traditional artifacts in school library and hallway glass cabinets.			
	LKRHS	Artifacts continued to be displayed throughout school in the foyer and main school entrance. School library will have a dedicated section for Indigenous reading materials.	Traditional and Dene Language classes created crafts linked to the Dene Kede. Library has Indigenous reading materials		
	LNS	Artifacts, Elder's wall, student's work that contain a focus on Dene cultures and traditions 50% of display content. Dene Laws displayed throughout school.	Local Elders Wall - building this with the kids.		
	KLS	School has a community Elder's wall. School will continue to display traditional hunting tools, Dene Zhatie signage such as calendars, Dene Laws throughout the school. This takes up 40% of classroom space.	In addition, The National Anthem is posted in Dene Zhatie, as well as the alphabet and vowels. Dene Zhatie names are placed on everyday used items throughout the school.		
	CYS	Signage, artifacts, Dene Laws wall, pictures of active Indigenous role models and traditional arts and other cultural items.	Publication of an authentic School Calendar shared with the DEA and community members before June 25, 2021.		

	CTS	Glass display cabinets will continue to share	Section of newsletter to explain what is happening in the Core Language program		
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		<p>community made artifacts such as sewing and beading projects, drums, Dene Dolls, art pictures, and hunting tools such bows, moose hide tanning tolls and fish nets.</p> <p>Signage of calendars, Dene Laws and phrases continue to be displayed throughout the school.</p>			
	<p>CJYS</p>	<p>Staff will display signage about phrases, posters in Dene Zhatie in the school. Pictures of Elders and community cultural activities will be displayed in classrooms and school.</p>	<p>Using cultural calendars to direct learning</p> <p>Continue to adapt literature to reflect the community</p> <p>Picture prompts from around the community are used for writing in homeroom class and in Indigenous content</p>		

## I. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region's approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Authentic land based and other traditional activities support and provide opportunities to engage in various Dene culture experiences. These experiences generate respect and understanding of Dene worldviews and beliefs. Key cultural experiences will be guided and directly connected to the Our Languages Curriculum and resource guide, the Indigenous Languages and Education Handbook, and to Dene Kede.</p> <p>Key cultural experiences provided to the students may be similar in each community because of shared family connections and shared traditional territories. The percentage of Indigenous Language included in the experiences being deliver below in the classroom, or on the land, will vary depending on the availability of fluent Dene Zhatie speakers.</p> <p>Due to COVID 19 restrictions Elders and knowledge keeper's participation in cultural programming will be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	90%	Some schools have limited access to Elders. They do offer key cultural experiences for students on the land or within the school.
Areas of Strength for the region	Most schools have adapted the way culture experiences are delivered using iPad, recordable buttons, and on the land activities with COVID protocols in place.		
Areas for Development for the region	More outdoor activities are encouraged for cultural experiences for students on the land. Resources have been made available for on the land camps, camp set ups and travel.		

<p>Additional Comments for the region, including any specific information related to</p>	<p>Some schools have restricted visitors in their communities related to the COVID-19 pandemic.</p>
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the COVID-19 pandemic.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
<p>Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b>, by grade level, and % of Indigenous language included in experience.</p>	EDS	<p>Echo Dene School will have spring and fall cultural camps available for all students Gr JK-12.</p> <p>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>The students and staff will be introduced to Dene language specific to land-based themes being introduced.</p>	<p>Before the May culture camp, reminder to set goals at a staff meeting. Plan the pre-teaching need which includes Dene Yatie needed for camp. Also remember to plan for post camp activities and reflection.</p> <p>Question was asked, how can you get younger students involved in the drum making experience? Maybe as observers, photographers.</p>	
	DGESS	<p>All students JK- 12, and staff will receive authentic and key cultural experiences throughout daily school programming. This will include language relevant</p>	<p>Followed seasonal cycle when offering key cultural experiences Connected to the traditional lands with the building of a cabin Extension of above – record language for elders/students at camp to use</p>	

		<p>to the themes.</p> <p>Other cultural opportunities and experience such as making drums, tanning moose hides, competing in hand game tournaments, Arctic sports and Dene games will continued be frequently offered.</p> <p>At least three on-the land camps will be offered for all students JK-12. This will include Take A kid Trapping, seasonal camps, and varying experiential opportunities on the river.</p>		
	<p>LKES</p>	<p>All students Gr JK-6 and staff will receive authentic and key cultural experience throughout daily school programming.</p> <p>The students and staff will be introduced to Dene language specific to on the land themes being introduced.</p>	<p>Meetings every 8 weeks was just too long between meeting to keep up our momentum. We will need to meet every month as well as have a section on the monthly or biweekly staff</p>	

		Two seasonal on-the-land camps in the spring and fall will be offered teaching traditional skills, playing traditional games,	meetings	
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		<p>and assisting in gathering and preparing food. Reinstigate our fall and winter camps out at our land camps across the river this coming year</p>		
	<p>LKRHS</p>	<p>One seasonal on-land camp for GR 7-12 will be offered to facilitate teaching traditional skills, and gathering/assisting in food preparation. Students will participate in Take a Kid Trapping.</p> <p>Opportunities to engage in Dene language for the land based activities will be shared.</p>	<p>Students had many outdoor cultural experiences linked to Dene Kede – outdoor cooking, fire making, setting snares.</p> <p>In the spring students participated in Take a Kid Trapping at Cli Lake.</p>	
	<p>LNS</p>	<p>Daily opportunities for meaningful cultural experiences will be provided for all grades levels JK-8. This will include two seasonal on land camps and daily opportunities to enjoy local nature experiences.</p>	<p>Best practices: circles going to the left, starting with a prayer, greetings.</p> <p>Continued development in understanding of Indigenous teaching and learning practices.</p>	

		The two seasonal camps will include learning traditional skills, playing traditional games, learning the importance of water, and assisting with food gathering and preparation.		
	KLS	One seasonal on-the-land camp will be offered for all staff and students	Due to COVID restrictions Elders did not participate in the school	



		and will include learning traditional skills from Elders, such as playing traditional games, learning how to tie knots for fish nets, and assisting with food gathering and preparation with fish, ducks and geese.		
	CYS	Two fall and spring seasonal on the land camps will offered to Gr JK-9 and will teach traditional skills; such as hide and food preparation, camp activities, survival techniques, chicken hunting, gathering medicinal plants, skinning (Take a Kid Trapping), playing traditional games, and assisting with food gathering and traditional celebrations.	family involved with language through newsletters & sharing the school phrases and sending Indigenous books home as part of the reading program	
	CTS	Three seasonal on-land camps for GR JK-9 will offer traditional skills, Dene language development, playing traditional games, making drums, tanning moose hides, and assisting in food gathering and preparation.	Planned out key cultural experience by seasons	

		Students will also participate in Take a Kid Trapping and		
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		the Scotty Creek Science Camp.		
	CJYS	One on-the-land seasonal camp will be offered for all staff and students Gr JK-9	Same as above	
Type and frequency of relevant and authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.	EDS	All students JK- 12 and staff will receive authentic and key cultural experiences throughout daily school programming.  The students and staff will be introduced to Dene language specific to the themes being introduced.	Same as above	
	DGESS	All students JK- 12, and staff will receive authentic and key cultural experiences throughout daily school programming. This will include language relevant to the themes.	Locate school camp area which can be used to engage the whole school and community in language and culture  When children are found to be following that Dene Law of the month, they are nominated for a weekly draw and awarded a \$20 gift certificate for the Snowshoe Café. The boats are being serviced and camp guides are being hired.	
		All students Gr JK-6 and staff will receive authentic and key cultural experience	Moose Unit/Theme had every class working on the theme at the	

	LKES	throughout daily school programming. All students and staff Gr JK-6 will participate in a moose theme. Activities will be planned around	appropriate level. We had videotaped a local knowledge keeper for some of the activities in this Unit/Theme. Legends of the Moose were taught and learned, and the moose and its parts were taught in the Dene Language.	
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		<p>the moose theme: a community moose feast, learning about moose habitat, learning about the parts of the moose, etc. Dene Zhatie language lessons will be incorporated throughout the theme and school.</p>		
	LKRHS	<p>All students Gr 7-12 and staff will receive authentic and key cultural experiences throughout the school year.</p> <p>A section in the library will be dedicated to Indigenous stories, novels and graphic novels written by Indigenous authors.</p>	<p>Students making Indigenous Language resources.</p> <p>Students were instructed how to do things in the Dene Language – outdoor excursion</p>	
	LNS	<p>All students K-9 and staff will receive authentic and key cultural experiences throughout daily school programming.</p> <p>Connections with Elders/ Knowledge Keepers will occur at least once a month to share specific topics related to school learning at the time.</p>	<p>Best practices: circles going to the left, starting with a prayer, greetings.</p> <p>Continued development in understanding of Indigenous teaching and learning practices.</p>	

	KLS	<p>All students Gr K-9 and staff will receive authentic and key cultural experiences bi-weekly throughout the regular school year. Elders and Knowledge Keepers will be invited to share stories, local crafts (such as fish scale art) and traditional foods (such as dry fish).</p>	<p>To the best of our ability, without a language teacher and given Covid restrictions, we have offered classes in sewing, beading, and other traditional crafts, utilizing the skills of our support assistant.</p>	
	CYS	<p>All students and staff will receive authentic and key cultural experiences throughout daily school programming. Elders are scheduled on a weekly basis for Gr K-9. During this time Elders discuss Dene Laws and expose children to Dene Zhatie. Activities with the Elders will include storytelling, teaching community history, and preparing traditional foods. Families will be encouraged to participate in all activities with Elders.</p>	<p>Guardianship program-possible partnerships for on the land activities.</p> <p>Cultural Arts and Crafts</p> <p>After school programming Outside: Looking for tracks in the snow to know what animals they can harvest and which they cannot</p>	

	CTS	All students Gr JK-9 and staff will receive authentic and key cultural experiences throughout daily school	Planned out key cultural experiences by seasons	
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		<p>programming. Curriculum connections in other core subjects are made within the classroom and at the community fall camp. Students and staff will integrate land based traditions and information to core subjects, such as science, math and social studies. Descriptions of concepts in the other core subjects are delivered in Dene Yatie.</p>		
	<p>CJYS</p>	<p>All students JK-9 and staff will receive authentic and key cultural experiences throughout daily school programming. This will include Dene language relevant to the daily school programming.</p>	<p>Continued this plan – building on phrases from last year</p>	



<p>% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.</p>	EDS	<p>Involving community members, including Elders and Knowledge Keepers is a key aspect of developing cultural experiences for staff and students.</p> <p>The % of key cultural experiences that will involve community members and their responsibilities/duties will vary depending on activities, seasons and resources available in each school.</p> <p>Implementation will also be dependent on ensuring all COVID 19 restrictions are met.</p>	<p>Planned the pre-teaching needed includes Dene Yatie needed for camp. Also posted camp activities and reflection.</p> <p>Used land acknowledgement during all school events.</p>	
	DGESS	Same as above	Tried to locate school camp area which can be used to engage the whole school and community in language and culture	The boats are being serviced and camp guides are being hired.
	LKES	Same as above	<p>We were not able to do these things (Moose feast and Christmas Celebrations) this past year due to Covid-19 restrictions</p> <p>We were quite successful with building our Moose Unit/Theme with the RILE.</p> <p>Our second whole school Rabbit Unit/Theme was not as successfully implemented.</p> <p>We need to schedule</p>	<p>If funding is available and Covid-19 regulations allow it, we would like to employ an elder to be in the school at all times. We might rotate through a number of elders to accomplish this (i.e. an elder comes into the school for a week or two or a month, based on a Dene Kede Theme perhaps, and then a different elder would come in for the next theme of period of</p>

			more regular ILE team meetings and all teaching staff need to be a part of the ILE Committee.	time).
LKRHS	Same as above		Students had presentations that were indoor/ outdoor with community resource people teaching about trapping. Following COVID protocols	
LNS	Same as above		Best practices: circles going to the left, starting with a prayer, greetings.  Continued development in understanding of Indigenous teaching and learning practices.	
KLS	Same as above		Because of Covid, Community members were not in school	Because of the lateness of funding approval and the fact that all eligible persons were employed we could not offer a trapping program this year
CYS	Same as above		Young resource people are helping with after-school programming	
CTS	Same as above		Planned out key cultural experience by seasons	
CJYS	Same as above		NA	

## J. Strengthening Indigenous Language Instruction

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency-based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies, and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum and materials development and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Support for the delivery and implementation of the Our Languages Curriculum will be a joint effort from the Dehcho Education Council (DDEC), Regional Indigenous Language Educator (RILE), Indigenous Language Teachers (ILT) and all others school staff. The RILE Coordinator will work collaboratively with other partners to ensure OLC delivery happens within a timely matter. RILE Coordinator will work closely with ILE Committees and the ILT in the schools.</p> <p>Due to COVID 19 restrictions Elders and Knowledge Keeper's participation in cultural programming will be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
% of schools offering core language programming using OLC	100%	55%	3 out of 9 schools have ILI.

<p>% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC</p>	<p>100%</p> <p>ILI staff will receive three regional face-to-face workshops and any workshops (webinar, courses)</p>	<p>One of three Professional Development and virtual in-service meetings for ILI to deliver OLC.</p>	<p>Due to COVID-19 restrictions we had to move the meetings online.</p>
--	--	--	---

	provided by ECE.  Staff will be encouraged to take post-secondary courses offered from Aurora College and CILLDI.	Will encourage ILI to take post-secondary courses offered from Aurora College and CILLDI.	If funding is available there is a plan to train ILI to learn computer skills to deliver their language materials in a more efficient way. Also to be able to do online in-service meetings for ILI to deliver OLC.
Type of Indigenous language resources being developed to support OLC.	All materials produced in Dene Zhatie/Yatie such as books, games, posters, radio lessons, camp kits, school signage, Elder supports, and theme-centered kits.	Continued to streamline resources based on the OLC.  Once resources are created online ILI can access materials more readily.  Create Units for OLC for ILI to encourage reading and writing	
Number of staff receiving training and support for development of Indigenous language resources.	6	6	
Areas of Strength for the region	Most of the Language Instructors received training for the Our Languages Curriculum.		
Areas for Development for the region	Areas for development for the region is to get the resources to all Educators in a more efficient way; using online resource library. Allow for ILI to get training in current computer skills to enhance their delivery method of the OLC.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Some smaller communities have limited access to the internet. Due to COVID-19 pandemic meetings have been moved online or telephone.		

### ***K. Community Support***

Community support funding is offered to support Indigenous language revitalization by supporting

the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land

equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Fort Liard	\$15,105	\$17,248	Distributed per student basis	\$10,567	Lang program	
Fort Providence	\$14,876	\$22,002	Extensive language and land program	\$82,428	On The Land Camp and lang projects	
Fort Simpson	\$17,097	\$33,652	Joint resources shared with smaller communities	\$ 11,125	Camps and Prof Dev training	
Jean Marie River	\$11,876	\$6,435	Resources shared from DDEC office	\$ 6,435	Trapping and land project	
Kakisa Lake	\$11,436	\$6,769	Resources shared from DDEC office	\$ 6,769	Culture program	
Nahanni Butte	\$12,354	\$6,697	Resources shared from DDEC office	\$6,697	Outdoor project	
Sambaa k'e	\$14,204	\$8,321	Resources shared from DDEC office	\$ 8,321	Outdoor and sewing cultural	
Wrigley	\$13,213	\$8,643	Resources shared from DDEC office	\$ 3,860	Cultural resource program materials	
<b>TOTAL</b>	<b>\$110,160</b>	<b>\$109,767</b>		<b>\$136,202</b>		

## Appendix B: Operating Plan - Operating Budget

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**Department of Education, Culture & Employment  
Dehcho Council/District Approved 2020-2021 Budget**

**Divisional Education Council/District Education Authority  
Statement of Operations - (Schedule 1)  
Annual Budget - Consolidated**

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Projected Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contributions	12,766,337	11,977,108	12,470,228
Indigenous Languages Contributions		0	
French Language Contributions	55,000	50,000	50,000
ECE Other Contributions	135,000	300,000	0
<b>Sub-Total ECE</b>	<b>12,956,337</b>	<b>12,327,108</b>	<b>12,520,228</b>
GNWT Other Contributions	400,000	400,000	400,000
<b>Total GNWT</b>	<b>13,356,337</b>	<b>12,727,108</b>	<b>12,920,228</b>
<b>Federal Government Jordan's Principle</b>	<b>814,400</b>	<b>280,000</b>	<b>1,679,307</b>
<b>Federal Government Other</b>		<b>0</b>	
<b>Property Tax Requisitioned</b>			
<b>Other Education Bodies</b>			
<b>Education Body Generated Funds</b>			
Rentals	36,000	36,000	76,000
School Fees		0	
Investment Income	30,000	20,000	70,000
Donations		0	
Other	82,000	137,000	82,000
<b>Total Generated Funds</b>	<b>148,000</b>	<b>193,000</b>	<b>228,000</b>
<b>TOTAL REVENUES</b>	<b>14,318,737</b>	<b>13,200,108</b>	<b>14,827,535</b>
<b><u>EXPENSES</u></b>			
Administration (see Schedule 2)	1,075,842	832,569	825,000
School Programs (see Schedule 2)	9,118,088	8,989,221	9,894,307
Operations and maintenance (see Schedule 2)	0	0	0
Inclusive Schooling (see Schedules 2&3)	2,972,741	2,383,294	2,250,000
Indigenous Languages and Education (see Schedules 2 & 4)	1,698,266	1,530,493	1,514,789
Student/Staff Accommodations (see Schedule 2)	230,950	190,950	250,000
Debt Service			
Other		0	
<b>Sub-Total Expenses Before Amortization</b>	<b>15,095,887</b>	<b>13,926,527</b>	<b>14,734,096</b>
Amortization (see Schedule 6)			
<b>TOTAL EXPENSES</b>	<b>15,095,887</b>	<b>13,926,527</b>	<b>14,734,096</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>(777,150)</b>	<b>(726,419)</b>	<b>93,439</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN *</b>	<b>1,581,823</b>	<b>948,743</b>	<b>1,488,384</b>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE *</b>	<b>804,673</b>	<b>222,324</b>	<b>1,581,823</b>

\*Not required for YK1 and YCS - See Schedule 6

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Dehcho Divisional Education Council/District Education Authority  
Consolidated Expenses - (Schedule 2)  
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
<b>SALARIES</b>							
Teachers' Salaries		5,465,945		839,908			6,305,853
Regional Coordinators (RISC/RILE)				165,681	116,572		282,253
Program Support Teachers							0
Wellness Counsellors							0
Support Assistants		70,000		1,484,652			1,554,652
Indigenous Language Instruction					1,001,927		1,001,927
Cultural Resource Staff							0
Elders in Schools					65,000		65,000
Non Instructional Staff	545,362	1,645,244					2,190,606
Board/Trustee Honoraria	82,800						82,800
<b>EMPLOYEE BENEFITS</b>							
Employee Benefits/Allowances	46,680	252,587		90,000	70,000		459,267
Leave And Termination Benefits		226,987		100,000	100,000		426,987
<b>STAFF DEVELOPMENT (Including Travel)</b>							
		55,000		36,000	45,000		136,000
<b>SERVICES PURCHASED/CONTRACTED</b>							
Professional/Technical Services	35,000	5,000					40,000
Postage/Communication	40,000						40,000
Utilities							0
Heating							0
Electricity		40,000					40,000
Water/Sewage							0
Travel	150,000	493,000		49,000	35,000	30,000	757,000
Student Transportation (Busing)		62,000					62,000
Advertising/Printing/Publishing		20,000		95,000	95,000		210,000
Maintenance/Repair	85,000						85,000
Rentals/Leases	75,000	63,000					138,000
Other Contracted Services	16,000	111,000		70,000	20,000	200,950	417,950
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Assistive Technology				22,500			22,500
Materials		389,325		20,000	143,852		553,177
Freight					5,915		5,915
<b>DEBT EERVICE</b>							
							0
<b>OTHER</b>							
		219,000					219,000
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>							
	1,075,842	9,118,088	0	2,972,741	1,698,266	230,950	15,095,887
<b>AMORTIZATION</b>							
							0
<b>TOTAL</b>							
	1,075,842	9,118,088	0	2,972,741	1,698,266	230,950	15,095,887

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Dehcho Divisional Education Council/District Education Authority  
Inclusive Schooling - (Schedule 3)  
Annual Budget**

	<b>General Inclusive Schooling</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b><u>SALARIES</u></b>			
Regional Coordinators	165,681		<b>165,681</b>
Program Support Teachers	839,908		<b>839,908</b>
Wellness Counsellors			<b>0</b>
Support Assistants	1,484,652		<b>1,484,652</b>
<b><u>EMPLOYEE BENEFITS</u></b>			
Employee Benefits/Allowances	190,000		<b>190,000</b>
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>			
	85,000		<b>85,000</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>			
Professional/Technical Services	95,000		<b>95,000</b>
Student Transportation (Busing)*			<b>0</b>
Other Contracted Services	70,000		<b>70,000</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>			
Assistive Technology	22,500		<b>22,500</b>
Materials	20,000		<b>20,000</b>
Freight			<b>0</b>
<b>TOTAL</b>	<b>2,972,741</b>	<b>0</b>	<b>2,972,741</b>

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Dehcho Divisional Education Council/District Education Authority  
Indigenous Languages and Education - (Schedule 4)  
Annual Budget**

	<b>Indigenous Education</b>	<b>Our Languages Curriculum Resource Development (TLC's)</b>	<b>Community Support</b>	<b>Total</b>
<b><u>SALARIES</u></b>				
Regional ILE Coordinators		116,572		116,572
Indigenous Language Instruction	1,001,927			1,001,927
Cultural Resource Staff				0
Elders in Schools			65,000	65,000
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances	150,000	20,000		170,000
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Services				0
Travel	45,000	35,000		80,000
Student Transportation (Busing)*				0
Advertising/Printing/Publishing		95,000		95,000
Rentals/Leases				0
Other Contracted Services		20,000		20,000
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials		55,000	88,852	143,852
Freight		5,915		5,915
<b>TOTAL</b>	<b>1,196,927</b>	<b>347,487</b>	<b>153,852</b>	<b>1,698,266</b>

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Dehcho Divisional Education Council/District Education Authority  
Approved Person Years - (Schedule 5)  
Annual Budget**

	<u>Person Years</u>
<b>Administration Staff</b>	4
<b>Territorial Schools:</b>	
Teachers	35.5
Consultants	2
Classroom Assistants	0
Secretaries	4
Custodians	9
School Community Counsellors	0
<b>Other - Specify</b>	
<b>Inclusive Schooling:</b>	
Regional Coordinator	1
Program Support Teachers	5.5
Wellness Counsellors	0
Support Assistants	14.6
<b>Other - Specify</b>	
<b>Indigenous Languages and Education:</b>	
Regional Coordinator	1
Indigenous Languages Instruction Staff	7
<b>Other - Specify</b>	
<b>Total Person Years</b>	<u><u>83.6</u></u>

**Department of Education, Culture & Employment  
Dehcho Council/District Approved 2020-2021 Budget**

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

**Divisional Education Council/District Education Authority  
Reconciled Accumulated Surplus - (Schedule 6)  
Annual Budget - Consolidated**

	2020-2021 Budget	
<b><u>TOTAL ACCUMULATED SURPLUS OPEN</u></b>	1,581,823	<b>1,581,823</b>
<b>Opening Balance Investment in Tangible Capital Assets</b>	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
<b>Closing Balance Investment in Tangible Capital Assets</b>	0	
<b>Opening Balance LED Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance LED Reserve</b>	0	
<b><u>TOTAL ACCUMULATED SURPLUS CLOSING</u></b>		<b>804,673</b>
<b>REPRESENTED BY:</b>		
<b><u>ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY</u></b>	<b>804,673</b>	<b>804,673</b>
<b>REPRESENTED BY:</b>		
<b>Opening Balance Operating Surplus</b>	1,581,823	
<b>Plus : Annual Surplus (enter positive) or</b>	0	
<b>Less : Annual Deficit (enter negative)</b>	(777,150)	
Amortization	0	
Capital acquisitions	0	
Debenture principal repayment	0	
<b>Plus : Transfer from Investment In Capital Assets</b>	0	
<b>Plus : Transfer from (to) Decentralized Accumulated Surplus</b>	0	
<b>Plus : Transfer from (to) Capital Fund Reserve</b>	0	
<b>Plus : Transfer from (to) LED Reserve</b>	0	
<b>Closing Balance Operating Surplus</b>	804,673	<b>804,673</b>
<b>Opening Balance Decentralized Surplus</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Decentralized Surplus</b>	0	<b>0</b>
<b>Opening Balance Capital Fund Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Capital Fund Reserve</b>	0	<b>0</b>

## Appendix C: Annual Report - Audited Financial Statements

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Consolidated Financial Statements of

**DEHCHO DIVISIONAL  
EDUCATION COUNCIL**

June 30, 2021



# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Consolidated Financial Statements

June 30, 2021

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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).

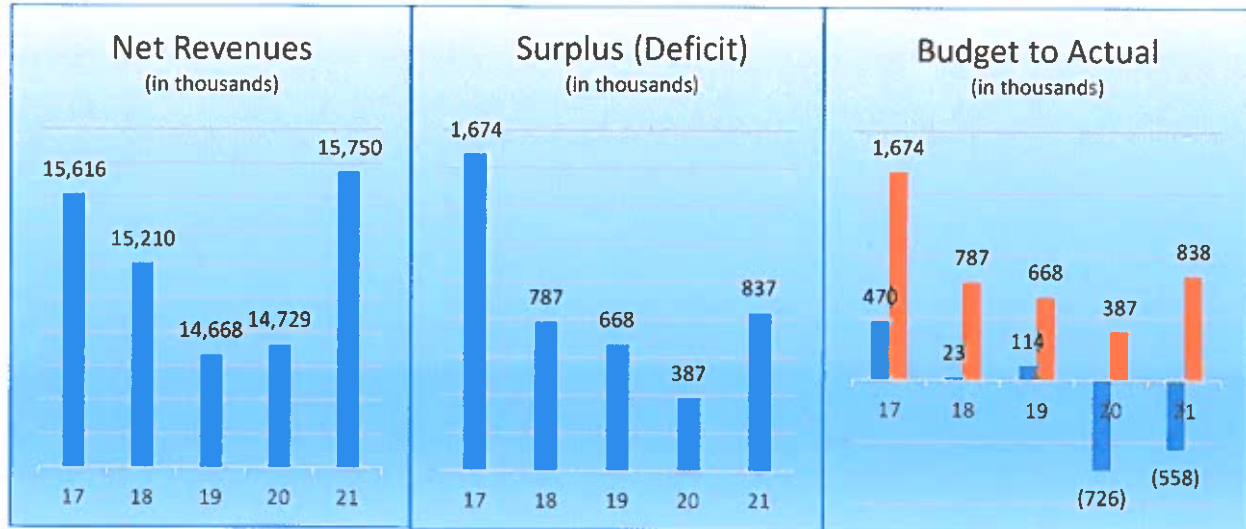
### **Governance, Trustees and Key Management**

Presently, the Council is represented by trustees from eight communities in the Dehcho region. The Council Members are as follows:

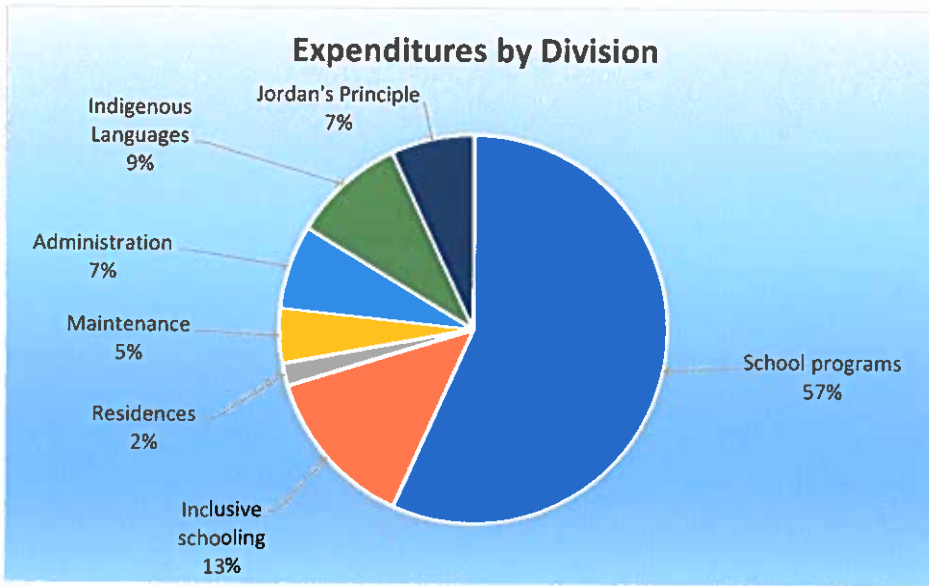
- Fort Providence- Albertine Canadien
- Fort Liard- Sylvia Sassie
- Fort Simpson- Renalyn Pascua-Matte- Chairperson
- Jean Marie River- Yvonne Norwegian
- Kakisa Lake- Anita Chicot
- Samba K'e- Carielyn Jumbo
- Wrigley- Lisa Moses
- Nahanni Butte- Jayne Konisenta

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 three of the past five years, but in 2020 the decline finally ended with a slight increase in revenue. That increase in revenue continued in 2021 with considerable extra revenue being received from various sources. Due to a significant expenditure reductions due to falling revenue and more recently due to Covid restrictions, the Council has recorded surpluses over the past five years, following a large deficit in 2016. Actual surpluses have been favorable over original budgets in 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. During the current fiscal year, the Council recorded a favorable surplus for the fifth consecutive year, which offset the larger deficit recorded in 2016. Much of this surplus resulted from additional sources of outside funding as well as spending restrictions caused by the Covid pandemic disruptions.



School programs continue to comprise the largest component of expenditures for the Council, with a strong emphasis on Inclusive Schooling and Aboriginal Language programs. Jordan's Principal program is increasingly become a significant contributor to the organization's operations. The Council has constantly strived to maintain Administration cost at below 10% of total funding.

### Total Student and Teacher Populations

COMMUNITY	FORT SIMPSON		FORT PROVIDENCE	JEAN MARIE RIVER	KAKISA LAKE	SAMBAA KE Charles	WRIGLEY Chief J	FT LIARD Echo	NAHANNI BUTTE Charles	TOTAL
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>	
<b>Beginning of Year Enrollment</b>	81.5	103	105.5	5.5	4	20.5	21.5	97.5	5	444
<b>End of Year Enrollment</b>	81.5	103	105.5	5.5	4	20.5	21.5	97.5	5	444
<b>TOTAL BY DISTRICT EDUCATION AUTHOR (DEA) END OF YEAR</b>		184.5	105.5	5.5	4	20.5	21.5	97.5	5	444

**TEACHING  
STAFF**

<b>Beginning of Year Teachers</b>	6.5	6	8	1	1	2	1.5	7	1	34
<b>End of Year Teachers</b>	7	7	8	1	1	2	1.5	7	1	35.5
<b>TOTAL BY DISTRICT EDUCATION AUTHORITY (DEA) END OF YEAR</b>		14	8	1	1	2	1.5	7	1	35.5

**Operating Environment**

The Dehcho Divisional Education Council has been strengthened by sound fiscal and operation management over its history. The Council has enjoyed consistency in key management positions which has allowed for solid financial and administrative decision making. It also has been fortunate in attracting and retaining personnel in key positions. It has developed strong partnership with local groups and organizations and has developed relationships that have benefited the Council and schools. In addition, Council development and training has been a key area of strength in recent years. The Council has experienced some turnover in Principal and teaching staff in recent years which has weakened the consistency in student learning and achievement. The Council sees opportunities in the Education Renewal and Innovation to offer more dynamic education initiatives throughout the region and, with its partnerships with local and First Nations, it has opportunities to improve and develop language and cultural emphasis in education. Declining enrollment and related funding reductions represent a significant risk as well as retention of senior staff members over the next several years however these numbers have stabilized in recent years. The addition of significant funding from the new federal government Jordan Principal program has had a major positive impact on funding programs and providing much needed additional support. Since 2018-2019, new initiatives in innovation, technology upgrades and restructuring has begun to show positive results with the introduction of positive new programs and initiatives in literacy and program enhancements.

## **Financial Conditions**

During the fiscal year ending June 30, 2021, the Council budgeted for an operating deficit to maintain a high level of programs and services. At the same time, it attempted to initiate new programs and services in the schools and communities. In doing so, the Council budgeted for an annual deficit of \$ 777,150. 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 \$699,564 and a consolidated surplus of \$837,812. A significant portion of the surplus was also due to the reduced program activity due to the Covid-19 closures. This surplus for the 2021 year brought the overall accumulated book surplus up to \$2,713,389 (DEC - \$2,284,629; DEA - \$428,760). 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 2021-22 fiscal year by additional expenditures combined with a planned budgeted deficit for the year of \$1,173,657. The Council budgeted a deficit of \$1,173,657 for the 2021-22 fiscal year in order to maintain a stable level of service as well as implement several new initiatives. Despite the budget deficit planned for 2021-22 of \$1,173,657, the current cash balance of \$5,817,796 eliminates any liquidity concerns. The Council continues to maintain cost controls in the current year and note that contingent liabilities are not a risk to the Council's financial health.

## **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 21<sup>st</sup> 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

Sept 24 2021  
Date



David Fiebelkorn, CPA, CGA  
Comptroller  
Dehcho Divisional Education Council

Sept 24 2021  
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, 2021, 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, 2021, 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, 2021 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 10, 2021

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Consolidated Statement of Financial Position

June 30, 2021

	2021	*2020
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents, Note 4	\$ 5,817,796	\$ 4,345,089
Special purpose funds, Note 5	407,079	283,777
Due from the Government of Canada, Note 13	10,478	-
Accounts receivable, Note 8	78,561	107,766
	<b>\$ 6,313,914</b>	<b>\$ 4,736,632</b>

## LIABILITIES

Accounts payable and accrued liabilities, Note 10	\$ 35,714	\$ 90,595
Payroll liabilities, Note 10	1,405,185	888,545
Due to the Government of Canada, Note 13	-	-
Deferred revenue, Note 11	906,209	380,147
Other employee future benefits and compensated absences, Note 17	1,148,793	1,399,435
Trust Liabilities, Note 18	124,624	122,333
	<b>3,620,525</b>	<b>2,881,055</b>
Net Assets (Deficit)	<b>\$ 2,693,389</b>	<b>\$ 1,855,577</b>

## NON-FINANCIAL ASSETS

Prepaid expenses, Note 20	\$ 20,000	\$ 20,000
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<b>ACCUMULATED SURPLUS (DEFICIT)</b>	<b>\$ 2,713,389</b>	<b>\$ 1,875,577</b>
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\* Reclassified for comparative purposes

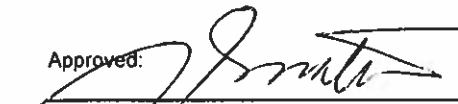
### Represented by:

Accumulated Operating surplus (deficit)		
Divisional Education Council	\$ 2,284,629	\$ 1,585,065
District Education Authorities	428,760	290,512
	<b>\$ 2,713,389</b>	<b>\$ 1,875,577</b>

Contractual obligations, Note 22

Contingencies, Note 23

Approved:

  
Chair

  
Superintendent

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Consolidated Statement of Operations

For the year ended June 30, 2021

	Budget 2021	Actual 2021	Actual *2020
<b>Revenue</b>			
<b>Government of the NWT</b>			
ECE regular contribution	\$ 12,766,337	\$ 13,411,847	\$ 12,470,230
French language program, Schedule C	55,000	50,000	50,000
ECE other contributions, Note 31	135,000	407,738	85,750
Deferred revenues - SSI program	-	7,438	(7,438)
<b>Total ECE contributions</b>	<b>12,956,337</b>	<b>13,877,023</b>	<b>12,598,542</b>
<b>GNWT other contributions, Note 32</b>	<b>400,000</b>	<b>161,942</b>	<b>235,349</b>
<b>Total GNWT</b>	<b>13,356,337</b>	<b>14,038,965</b>	<b>12,833,891</b>
Jordan's Principle, Schedule D	814,400	1,035,957	1,283,563
Government of Canada - other contributions	-	219,398	185,865
<b>Total Government of Canada contributions</b>	<b>814,400</b>	<b>1,255,355</b>	<b>1,469,428</b>
	<b>14,170,737</b>	<b>15,294,320</b>	<b>14,303,319</b>
<b>Self-Generated Funds</b>			
Rentals	36,000	85,200	73,800
Investment income	30,000	33,540	66,811
Contract and other	82,000	134,512	165,706
	<b>148,000</b>	<b>253,252</b>	<b>306,317</b>
Education Authority self-generated funds, Schedule I-1	-	166,309	57,058
GNWT contributions to Education Authorities, Schedule I-1	-	36,766	62,254
	-	<b>203,075</b>	<b>119,312</b>
	<b>14,318,737</b>	<b>15,750,647</b>	<b>14,728,948</b>
<b>Expenses</b>			
School programs	9,118,088	8,462,199	7,529,425
Inclusive schooling, Schedule A	2,972,741	2,016,581	2,030,332
Student accommodation	230,950	278,064	225,766
Operations and maintenance	-	675,825	718,916
Administration	1,075,842	1,039,207	1,107,913
Aboriginal language/cultural programs, Schedule B	1,698,266	1,405,002	1,441,863
Jordan's Principle, Schedule D	-	1,035,957	1,283,563
	<b>15,095,887</b>	<b>14,912,835</b>	<b>14,337,778</b>
Operating surplus (deficit) before other item	(777,150)	837,812	391,170
<b>Other item:</b>			
Other Employee Future Benefits and Compensated Absences recovery (expense), Note 17	-	-	(3,977)
<b>Operating surplus (deficit)</b>	<b>\$ (777,150)</b>	<b>\$ 837,812</b>	<b>\$ 387,193</b>
Accumulated surplus (deficit), beginning of year		1,875,577	1,488,384
Accumulated surplus (deficit), end of year		\$ 2,713,389	\$ 1,875,577

\* Reclassified for comparative purposes

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Consolidated Statement of Change in Net Assets (Debt)

For the year ended June 30, 2021

	2021	2020
Operating Surplus (Deficit)	\$ 837,812	\$ 387,193
Amortization of tangible assets	-	-
Net change in prepaids	-	-
(Increase) Decrease in net debt	837,812	387,193
Net assets (debt) beginning of the year	1,855,577	1,468,384
Net assets (debt) end of year	\$ 2,693,389	\$ 1,855,577

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Consolidated Statement of Cash Flow

For the year ended June 30, 2021

	2021	2020
<b>Operating Activities</b>		
Operating Surplus (Deficit)	\$ 837,812	\$ 387,193
Items not affecting cash:		
Amortization	-	-
Changes in non-cash assets and liabilities		
Decrease (increase) in due from the Government of Canada	(10,478)	63,225
Decrease (increase) in trust assets	-	-
Decrease (increase) in accounts receivable	29,205	8,253
Increase (decrease) in accounts payable	(54,881)	(47,289)
Increase (decrease) in payroll liabilities	516,640	(333,808)
Increase (decrease) in contributions repayable	-	-
Increase (decrease) in due to the Government of Canada	-	-
Increase (decrease) in deferred revenues	526,062	206,247
Increase (decrease) in Other Employee Future Benefits and Compensated Absence	(250,642)	(179,190)
Increase (decrease) in trust liabilities	2,291	(8,585)
Decrease (increase) in prepaids	-	-
	<b>758,197</b>	<b>(291,147)</b>
Cash provided by operating transactions	<b>1,596,009</b>	<b>96,046</b>
<b>Financing Activities</b>		
Repayment of capital lease obligation	-	-
Proceeds from capital lease obligation	-	-
Cash provided by financing activities	-	-
<b>Investing Activities</b>		
Disposition of portfolio investments	-	-
Acquisition of portfolio investments	-	-
Cash provided by investing transactions	-	-
<b>Capital transactions</b>		
Acquisition of tangible capital assets	-	-
Proceeds of disposition of tangible capital assets	-	-
Cash provided by capital transactions	-	-
Increase (Decrease) in cash and cash equivalents	<b>1,596,009</b>	<b>96,046</b>
Cash and cash equivalents, beginning of year	<b>4,628,866</b>	<b>4,532,820</b>
Cash and cash equivalents, end of year	<b>\$ 6,224,875</b>	<b>\$ 4,628,866</b>
Cash consists of :		
Cash and cash equivalents, Note 4	\$ 5,817,796	\$ 4,345,089
Special purpose funds, Note 5	407,079	283,777
	<b>\$ 6,224,875</b>	<b>\$ 4,628,866</b>

**DEHCHO DIVISIONAL EDUCATION COUNCIL**

Consolidated Details of Expenses

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	Jordan's Principle	2021 Total	2021 Budget	2020 Total
<b>Salaries</b>										
Teachers' salaries	\$ 5,979,680	\$ 894,156	\$ -	\$ -	\$ -	\$ 895,926	\$ 929,018	\$ 8,698,760	\$ 6,588,106	\$ 7,508,362
Instruction assistants	-	751,976	-	-	-	-	-	751,976	2,556,579	1,083,853
Non-instructional staff	851,148	172,852	-	565,861	603,327	280,708	-	2,473,896	2,255,606	2,836,364
Board/Trustee Honoraria	2,157	-	-	-	73,389	1,500	-	77,046	82,800	67,577
	<u>6,832,965</u>	<u>1,818,984</u>	<u>-</u>	<u>565,861</u>	<u>676,716</u>	<u>1,178,134</u>	<u>929,018</u>	<u>12,001,678</u>	<u>11,483,091</u>	<u>11,476,156</u>
<b>Employee Benefits</b>										
Employee benefits and allowances	161,835	69,806	-	13,422	14,469	27,322	-	286,854	459,267	310,355
Leave and termination	111,540	18,590	-	-	-	18,590	-	148,720	426,987	101,893
	<u>273,375</u>	<u>88,396</u>	<u>-</u>	<u>13,422</u>	<u>14,469</u>	<u>45,912</u>	<u>-</u>	<u>435,574</u>	<u>886,254</u>	<u>412,248</u>
<b>Services Purchased/Contracted</b>										
Professional/Technical Services	-	-	-	-	29,187	3,200	-	32,387	40,000	32,258
Postage/Communication	47,244	-	1,702	-	83,456	385	-	132,787	40,000	118,605
Utilities	-	-	-	-	-	-	-	-	40,000	-
Travel	251,871	35,685	46,285	-	68,306	20,685	-	422,812	893,000	606,291
Student Travel (Bussing)	141,307	-	-	-	-	-	-	141,307	62,000	63,148
Advertising/Printing/Publishing	14,008	-	-	-	38,098	31,172	-	83,278	210,000	43,606
Maintenance/Repair	-	-	-	76,143	26,660	-	-	102,803	85,000	76,880
Rentals/Leases	34,020	-	-	13,200	31,708	4,653	-	83,581	138,000	62,622
Other - Contracted Services	30,241	50,925	209,005	5,549	1,684	16,501	-	313,905	636,950	240,438
	<u>518,691</u>	<u>86,610</u>	<u>256,992</u>	<u>94,892</u>	<u>279,089</u>	<u>78,576</u>	<u>-</u>	<u>1,312,860</u>	<u>2,144,950</u>	<u>1,243,848</u>
<b>Materials, Supplies and Freight</b>										
Materials	805,371	22,591	21,072	1,650	68,923	99,806	106,939	1,126,352	575,677	1,184,813
Freight	31,797	-	-	-	-	4,574	-	36,371	5,915	20,713
	<u>837,168</u>	<u>22,591</u>	<u>21,072</u>	<u>1,650</u>	<u>68,923</u>	<u>104,380</u>	<u>106,939</u>	<u>1,162,723</u>	<u>581,592</u>	<u>1,205,526</u>
<b>Contributions and Transfers</b>										
Transfers	-	-	-	-	-	-	-	-	-	-
<b>Amortization</b>										
	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>\$ 8,462,199</b>	<b>\$ 2,016,581</b>	<b>\$ 278,064</b>	<b>\$ 675,825</b>	<b>\$ 1,039,207</b>	<b>\$ 1,405,002</b>	<b>\$ 1,035,957</b>	<b>\$ 14,912,835</b>	<b>\$ 15,095,887</b>	<b>\$ 14,337,778</b>

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Notes to the Consolidated Financial Statements

June 30, 2021

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### 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), Samba 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, 2021

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## 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, 2021

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### 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, 2021

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### Note 2. Summary of Significant Accounting Policies (continued)

#### (j) Payroll Liabilities (continued)

The duties and compensation base for UNW School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Education Body determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff are accrued to include earnings to June 30.

#### (k) Post-employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reasons for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render services. Termination benefits are recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides services, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

#### (l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expenses. Transfers include grant and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

#### m) Foreign Currency Translation

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of financial statement. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the financial statement.

### Note 3. Future Accounting Changes

#### *Revenues - Section PS 3400*

PSAB has approved Section PS 3400, Revenues. This Section establishes standards on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. This Section applies to fiscal years beginning on or after April 1, 2023, but earlier adoption is permitted. This Section may be applied retroactively or prospectively. Management is currently assessing the impact of the standard.

#### *Financial Instruments - Section PS 3450*

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. Management is currently assessing the impact of the standard.

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Notes to the Consolidated Financial Statements

June 30, 2021

### Note 3. Future Accounting Changes (continued)

#### *Financial Statement Presentation - Section PS 1201*

The Public Sector Accounting Board (PSAB) issued amendments to PS 1201 Financial Statement Presentation effective for fiscal years beginning on or after April 1, 2022. The impact of this standard change is directly associated to Section PS 3450 Financial Instruments as mention above and as such management is assessing potential change upon adoption of PS 3450.

#### *Other New Standards*

Effective July 1, 2021, Education Bodies will concurrently be required to adopt PS 2601 Foreign Currency Translation, PS 3280 Asset Retirement Obligations, and PS 3041 Portfolio Investments in the same fiscal period. There are no significant impacts on the financial statements as a result of these applications.

### Note 4. Cash and Cash Equivalents

	2021	2020
Cash	\$ 5,817,796	\$ 4,345,089
Short term investments	-	-
	<b>\$ 5,817,796</b>	<b>\$ 4,345,089</b>

### 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.

	2021	2020
Fort Simpson (Liidlil Kue Elementary and Regional High Schools)	\$ 69,702	\$ 51,284
Fort Providence (Deh Gah Elementary/Secondary Schools)	87,004	(6,185)
Fort Liard (Echo-Dene School)	71,000	83,785
Jean Marie River (Louie Norwegian School)	17,457	13,680
Wrigley (Chief Julian Yendo School)	88,833	80,677
Nahanni Butte (Charles Yohin School)	50,431	39,646
Sambaa K'e (Charles Tetcho School)	13,402	3,494
Kakisa Lake (Territorial School - Kakisa Lake School)	9,250	17,396
	<b>\$ 407,079</b>	<b>\$ 283,777</b>

### Note 6. Restricted Assets - Nil Report

### Note 7. Portfolio Investments - Nil Report

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Notes to the Consolidated Financial Statements

June 30, 2021

### Note 8. Accounts Receivable

	Receivables 2021	AFDA 2021	Net 2021	Net 2020
GNWT - ECE	\$ 6,004	\$ -	\$ 6,004	\$ 28,120
GNWT - FSS	3,405	-	3,405	26,928
Yellowknife Catholic Schools	-	-	-	600
Total Due from GNWT	9,409	-	9,409	55,648
WSCC	-	-	-	-
Other	69,152	-	69,152	52,118
Total receivables before amounts due from Government of Canada	78,561	-	78,561	107,766
Government of Canada	10,478	-	10,478	-
	\$ 89,039	\$ -	\$ 89,039	\$ 107,766

### Note 9. Inventories - Not Applicable

### Note 10. Accounts Payable and Accrued Liabilities

	2021	2020
GNWT - MACA	\$ -	\$ -
Due to NWT Power Corp	-	1,751
WSCC	-	-
Employee source deductions	5,727	224
Accounts payable and accrued liabilities	29,987	88,620
	35,714	90,595
Payroll liabilities		
To GNWT (A)	459,605	-
To Employees (B)	882,186	836,554
Annual Leave	61,014	47,596
Lieu	2,380	4,395
	1,405,185	888,545
	\$ 1,440,899	\$ 979,140

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, 2021

### Note 11. Deferred Revenue

	2021	2020
<b>GNWT - ECE</b>		
Covid-19 Support	\$ 279,814	\$ -
Student Success Initiative	-	7,438
	<b>279,814</b>	<b>7,438</b>
<b>GNWT - MACA</b>		
Active After School	23,452	17,850
<b>GNWT - ENR</b>		
Science Camp	6,800	-
	<b>30,252</b>	<b>17,850</b>
<b>Government of Canada</b>		
Indigenous Services - Jordan's Principle	596,143	320,095
Canadian Heritage - Sport Support Program - Judo	-	34,764
<b>Tides Canada Foundation</b>		
NWT on the Land Collaborative	-	-
	<b>\$ 906,209</b>	<b>\$ 380,147</b>

### Note 12. Contribution Repayable - Nil Report

### Note 13. Due From and To the Government of Canada

	2021	2020
<b>Receivables</b>		
Canadian Heritage - Sport Support Program - Judo	\$ 10,478	\$ -
Indigenous Services - Jordan's Principle	-	-
	<b>\$ 10,478</b>	<b>\$ -</b>
<b>Payables</b>	<b>\$ -</b>	<b>\$ -</b>

### Note 14. Capital Lease Obligations - Nil Report

### Note 15. Pension - Not Applicable

### Note 16. Long-term Debt - Nil Report

### Note 17. Other Employee Future Benefits and Compensated Absences

The Education Body provides severance (resignation and retirement), removal and compensated absence (sick, special maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a deficit equal to the accrued post-employment benefits obligation.

Severance benefits are paid to the employees based on the types of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment, and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued by an external actuarial with the GNWT payroll valuations using the expected utilization methodology.

# DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2021

## Note 17. Other Employee Future Benefits and Compensated Absences (continued)

Compensated absence benefits generally accrue as employees render services and are paid upon the occurrence of an event resulting in eligibility for the benefits. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under the compensated absence benefits were valued by an external actuarial with the GNWT payroll valuations using the expected utilization methodology.

### Valuation Results

The actuarial valuation was completed as at February 15, 2019. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at February 15, 2019 and the results extrapolated to June 30, 2021. 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	2021	2020
<b>Changes in Obligation</b>				
Accrued benefit obligations beginning of the year	\$ 681,674	\$ 173,770	\$ 855,444	\$ 1,135,870
Current period benefit cost	42,226	20,671	62,897	59,442
Interest accrued	17,929	4,869	22,798	34,882
Benefits payments	(70,199)	(112,968)	(183,167)	(183,167)
Plan amendments	-	-	-	-
Actuarial (gain)/loss	10,044	87,428	97,472	(191,583)
Accrued benefit obligation, end of year	681,674	173,770	855,444	855,444
Unamortized net actuarial gain	451,624	(158,275)	293,349	543,991
Net future obligation	\$ 1,133,298	\$ 15,495	\$ 1,148,793	\$ 1,399,435
<b>Benefits Expense</b>				
Current period benefit cost	\$ 42,226	\$ 20,671	\$ 62,897	\$ 59,442
Interest cost	17,929	4,869	22,798	34,882
Plan amendments	-	-	-	-
Amortization of actuarial gains	(122,656)	9,226	(113,430)	(90,347)
	\$ (62,501)	\$ 34,766	\$ (27,735)	\$ 3,977

The discount rate used to determine the accrued benefit obligation is an average of 3.3%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance and removal	Compensated Absences	2021
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
2026	41,023	14,245	55,268
Next 5 years	143,246	49,162	192,408
	\$ 477,263	\$ 146,799	\$ 624,062

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Notes to the Consolidated Financial Statements

June 30, 2021

### 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.

	2021	2020
Superintendent Fund	\$ 11,778	\$ 9,205
Steve Rowan Memorial Scholarship Fund	100,120	100,492
Mercedes Benz Scholarship Fund	12,726	12,636
	<b>\$ 124,624</b>	<b>\$ 122,333</b>

### Note 19. Tangible Capital Asset - Nil Report

### Note 20. Prepaid Expenses

	2021	2020
CIBC Visa Deposit	\$ 20,000	\$ 20,000
Prepaid service contracts	-	-
CIBC Visa Deposit	<b>\$ 20,000</b>	<b>\$ 20,000</b>

### Note 21. GNWT Assets Provided at No Cost

	Cost	Accumulated Amortization	2021 Net Book Value	2020 Net Book Value
Buildings				
Schools and colleges	\$ 34,480,792	\$ 21,103,949	\$ 13,376,843	\$ 14,073,924
Residences	1,032,376	601,789	430,587	448,781
Staff Housing	287,453	237,925	49,528	56,712
	<b>\$ 35,800,621</b>	<b>\$ 21,943,663</b>	<b>\$ 13,856,958</b>	<b>\$ 14,579,417</b>

### 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*	2022	2023 and thereafter	Total
Equipment leases	2024	\$ 21,074	\$ 20,557	\$ 41,631
Operational leases	2021	-	-	-
		<b>\$ 21,074</b>	<b>\$ 20,557</b>	<b>\$ 41,631</b>

\* 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, 2021

### 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:

	2021	2020
<b>Accounts payable, Note 10</b>		
Government of the Northwest Territories		
Municipal and Community Affairs	\$ -	\$ -
Other related parties		
NWT Power Corporation	-	1,751
	<b>\$ -</b>	<b>\$ 1,751</b>
<b>Payroll liabilities, Note 10</b>		
Government of the Northwest Territories	<b>\$ 459,605</b>	<b>\$ -</b>
<b>Deferred Revenues, Note 11</b>		
Government of the Northwest Territories		
Education, Culture and Employment (ECE)	<b>\$ 279,814</b>	<b>\$ 7,438</b>
Municipal and Community Affairs (MACA)	<b>23,452</b>	<b>17,850</b>
Environment and Natural Resources (ENR)	<b>6,800</b>	<b>-</b>
	<b>\$ 310,066</b>	<b>\$ 25,288</b>
<b>Accounts receivable, Note 8</b>		
	AR 2021	AFDA
Government of the Northwest Territories		
Education, Culture and Employment	\$ 6,004	\$ -
Financial Shared Services (FSS)	3,405	-
Total GNWT	9,409	-
		Net AR 2021
		Net AR 2020
Other related parties		
Yellowknife Catholic Schools	-	-
	<b>\$ 9,409</b>	<b>\$ -</b>
		<b>\$ 9,409</b>
		<b>\$ 55,648</b>



# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Notes to the Consolidated Financial Statements

June 30, 2021

### Note 24. Related Parties (continued)

	2021	2020
Revenues		
Government of the Northwest Territories		
ECE - Core contribution	\$ 13,411,847	\$ 12,470,230
ECE - French language program, Schedule C	50,000	50,000
ECE - other contributions, Note 31	407,738	85,750
MACA - GNWT other Contributions, Note 32	115,387	214,074
ENR - GNWT other Contributions, Note 32	30,800	7,500
DHSS - GNWT other Contributions, Note 32	15,755	13,775
GNWT contributions to Education Authorities, Schedule I-1	36,766	62,254
Department of Finance - rent and custodian	18,120	18,120
Deferred revenues - SSI program	-	(7,438)
Total GNWT	14,086,413	12,914,265
Other related parties		
Aurora College	33,921	33,921
	\$ 14,120,334	\$ 12,948,186

### 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 February 9, 2021 and have not been audited.

### Note 26. Economic Dependence

The Dehcho District Education Council received its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that Dehcho District Education Council operations would be significantly affected.

### Note 27. Financial Instruments

The Education Body is exposed to various risks through its financial instruments and has a comprehensive risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Education Body's risk exposure and concentration as of June 30, 2021.

#### 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, 2021

### 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

	2021 Budget	2021 Actual	2020 Actual
Compensation	\$ 12,369,345	\$ 12,437,252	\$ 11,888,404
Professional/Technical Services	40,000	32,387	32,258
Postage/Communication	40,000	132,787	118,605
Utilities	40,000	-	-
Travel	893,000	422,812	606,291
Student Travel (Bussing)	62,000	141,307	63,148
Advertising/Printing/Publishing	210,000	83,278	43,606
Maintenance/Repair	85,000	102,803	76,880
Rentals/Leases	138,000	83,581	62,622
Other - Contracted Services	417,950	313,905	240,438
Materials, Supplies and Freight	581,592	1,162,723	1,205,526
Amortization	-	-	-
	<b>\$ 14,876,887</b>	<b>\$ 14,912,835</b>	<b>\$ 14,337,778</b>

### 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

	2021	2020
Covid funding	\$ 595,302	\$ -
Distance education	85,750	85,750
Regulation funding	6,500	-
Deferred revenue - ECE, opening	-	-
Deferred revenue - ECE, closing	(279,814)	-
	<b>\$ 407,738</b>	<b>\$ 85,750</b>

# DEHCHO DIVISIONAL EDUCATION COUNCIL

## Notes to the Consolidated Financial Statements

June 30, 2021

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### Note 32. GNWT Other Contributions

	2021	2020
Municipal and Community Affairs		
Sports and youth programs	\$ 42,272	\$ 7,050
Sport strategy	-	127,140
Children and youth resiliency	-	13,636
Active after school	101,377	33,150
Trades	-	10,000
Other	4,000	-
Environment and Natural Resources		
Take a kid trapping	24,000	7,500
Science Camp	6,800	-
Health and Social Services		
Drop the pop	15,755	13,775
Contributions repaid	(19,860)	-
Deferred revenue - GNWT, opening	17,850	40,948
Deferred revenue - GNWT, closing	(30,252)	(17,850)
	<b>\$ 161,942</b>	<b>\$ 235,349</b>

Note 33. Contingent Assets - Nil Report

Note 34. Contractual Rights - Nil Report

**DEHCHO DIVISIONAL EDUCATION COUNCIL**

Inclusive Schooling Expenses

Schedule A

For the year ended June 30, 2021

Function	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<b>Salaries</b>					
Regional Coordinator	\$ 172,852	\$ -	\$ -	\$ -	\$ 172,852
Program Support Teachers	894,156	-	-	-	894,156
Support Assistants	751,976	-	-	-	751,976
Honoraria	-	-	-	-	-
	<u>1,818,984</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,818,984</u>
<b>Employee Benefits</b>					
Employee benefits and allowances	88,396	-	-	-	88,396
	<u>88,396</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>88,396</u>
<b>Services Purchased/Contracted</b>					
Professional and technical services	-	-	-	-	-
Travel	35,685	-	-	-	35,685
Student transportation	-	-	-	-	-
Advertising, printing and publishing	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-
Rentals and leases	-	-	-	-	-
Other contracted services	50,925	-	-	-	50,925
	<u>86,610</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>86,610</u>
<b>Materials, Supplies and Freight</b>					
Materials	-	-	22,591	-	22,591
Freight	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>22,591</u>	<u>-</u>	<u>22,591</u>
<b>Total</b>	<b>\$ 1,993,990</b>	<b>\$ -</b>	<b>\$ 22,591</b>	<b>\$ -</b>	<b>\$ 2,016,581</b>

# DEHCHO DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education Expenses

Schedule B

For the year ended June 30, 2021

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	2021 Total
<b>Salaries</b>					
ALCBE teachers	\$ 895,926	\$ -	\$ -	\$ -	\$ 895,926
Language consultants	-	145,657	-	-	145,657
Instruction assistants	-	-	-	-	-
Non-instructional staff	-	101,620	-	10,158	111,778
Honoraria	-	-	-	-	-
Elders in schools	-	-	-	24,773	24,773
	895,926	247,277	-	34,931	1,178,134
<b>Employee Benefits</b>					
Employee benefits and allowances	27,322	18,590	-	-	45,912
	27,322	18,590	-	-	45,912
<b>Services Purchased/Contracted</b>					
Professional services	-	-	3,200	-	3,200
Travel	-	17,775	2,890	-	20,665
Student transportation	-	-	-	-	-
Advertising, printing and publishing	-	31,172	-	-	31,172
Maintenance and repairs	-	-	-	-	-
Rentals and leases	-	4,653	-	-	4,653
Other contracted services	-	10,443	-	6,058	16,501
	-	64,043	6,090	6,058	76,191
<b>Materials, Supplies and Freight</b>					
Materials	-	385	-	99,806	100,191
Freight	-	-	-	4,574	4,574
	-	385	-	104,380	104,765
<b>Total</b>	<b>\$ 923,248</b>	<b>\$ 330,295</b>	<b>\$ 6,090</b>	<b>\$ 145,369</b>	<b>\$ 1,405,002</b>

# DEHCHO DIVISIONAL EDUCATION COUNCIL

French Language Program

Schedule C

For the year ended June 30, 2021

	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	\$ 138,145	\$ (38,145)

## DEHCHO DIVISIONAL EDUCATION COUNCIL

Jordan's Principle

For the year ended June 30, 2021

Schedule D

	2021 Budget	2021 Actual	2020 Actual	July 1'20 - March 31'21	April 1'21 - June 30'21	Total
<b>Revenue</b>						
Government of Canada	\$ 814,400	\$ 1,312,005	\$ 1,530,706	\$ 897,422	\$ 414,583	\$ 1,312,005
Carry forward from previous year	-	320,094	72,952	320,094	-	320,094
	<u>814,400</u>	<u>1,632,099</u>	<u>1,603,658</u>	<u>1,217,516</u>	<u>414,583</u>	<u>1,632,099</u>
<b>Expenses</b>						
Administration	-	-	-	-	-	-
Personnel	814,400	929,018	670,225	548,146	380,872	929,018
Transportation	-	-	17,555	-	-	-
Materials and supplies	-	106,939	566,533	61,505	45,434	106,939
Rent and utilities	-	-	-	-	-	-
Evaluation	-	-	8,250	-	-	-
Other	-	-	21,000	-	-	-
	<u>814,400</u>	<u>1,035,957</u>	<u>1,283,563</u>	<u>609,651</u>	<u>426,306</u>	<u>1,035,957</u>
Surplus (Deficit)	\$ -	\$ 596,142	\$ 320,095	\$ 607,865	\$ (11,723)	\$ 596,142
Deferred Revenue	\$ -	\$ (596,142)	\$ (320,095)			\$ (596,142)

**DEHCHO DIVISIONAL EDUCATION COUNCIL**

Northern Distance Learning

Schedule E

For the year ended June 30, 2021

	Budget	Fort Liard	Fort Simpson	Fort Providence	Total	March 31	June 30	Total
<b>Revenue</b>								
Education, Culture and Employment	\$ 85,750	\$ 29,250	\$ 28,250	\$ 28,250	\$ 85,750	\$ 57,452	\$ 28,298	\$ 85,750
Other	-	-	-	-	-	-	-	-
	85,750	29,250	28,250	28,250	85,750	57,452	28,298	85,750
<b>Expenses</b>								
<b>Salaries/Wages</b>								
<b>Instructional Staff</b>								
Teachers	-	-	-	-	-	-	-	-
On-site support person	85,750	44,465	31,985	41,854	118,304	79,100	39,204	118,304
<b>Non-Instructional Staff</b>								
Moodle (Online strategy)	-	-	-	-	-	-	-	-
DL Coordinator	-	-	-	-	-	-	-	-
PD - online learning field	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>								
<b>Network</b>								
Network	-	-	-	-	-	-	-	-
<b>Travel</b>								
Coordinator travel	-	-	-	-	-	-	-	-
<b>Professional Development</b>								
Communication	-	-	-	-	-	-	-	-
In-service release	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
IT support	-	-	-	-	-	-	-	-
<b>Materials, Supplies and Freight</b>								
<b>Computer Equipment</b>								
Document cameras	-	-	-	-	-	-	-	-
Phone	-	-	-	-	-	-	-	-
Laptop	-	-	-	-	-	-	-	-
Video (Monopod)	-	-	-	-	-	-	-	-
Wireless adapters and splitter	-	-	-	-	-	-	-	-
<b>Freight</b>								
Other	-	285	900	1,302	2,487	2,487	-	2,487
<b>Total expenses</b>	<b>85,750</b>	<b>44,750</b>	<b>32,885</b>	<b>43,156</b>	<b>120,791</b>	<b>81,587</b>	<b>39,204</b>	<b>120,791</b>
<b>Net surplus/(deficit)</b>	<b>\$ -</b>	<b>\$ (15,500)</b>	<b>\$ (4,635)</b>	<b>\$ (14,906)</b>	<b>\$ (35,041)</b>	<b>\$ (24,135)</b>	<b>\$ (10,906)</b>	<b>\$ (35,041)</b>



# DEHCHO DIVISIONAL EDUCATION COUNCIL

Student Success Initiative Projects

Schedule F

For the year ended June 30, 2021

	Budget	2021	2020
<b>Revenue</b>			
GNWT - Education, Culture & Employment	\$ 55,000	\$ 55,000	\$ 55,000
NWT Teachers Association	-	-	-
	55,000	55,000	55,000
Carry forward from previous year	-	7,438	-
	55,000	62,438	55,000
<b>Expenses</b>			
Professional development			
Salaries and wages			
Facilitator fees	-	-	-
Substitute teacher wages	-	-	-
Staff	-	-	-
Travel			
Facilitator travel	-	-	-
Staff travel	-	15,309	-
Accommodations and per diems	-	-	-
Other expenses	-	-	-
Workshop expense			
Room rental	-	-	-
Refreshments	-	-	-
Resources	-	735	-
Miscellaneous	-	-	-
Total professional development	-	16,044	-
Program delivery			
Salaries and wages			
Facilitator fees	-	-	-
Substitute teacher wages	-	-	-
Staff	45,000	45,000	45,000
Other expenses			
Room rental	-	-	-
Materials and supplies	10,000	52,427	2,562
Miscellaneous	-	14,446	-
Total program delivery	55,000	111,873	47,562
Total Expenses	55,000	127,917	47,562
Surplus (Deficit)	\$ -	\$ (65,479)	\$ 7,438
Deferred Revenue		\$ -	\$ (7,438)

# DEHCHO DIVISIONAL EDUCATION COUNCIL

Canadian Heritage - Sport Support Program - Judo

Schedule G

For the year ended June 30, 2021

	2021 Actual	2020 Actual	Total
<b>Revenue</b>			
Government of Canada	\$ 184,634	\$ 220,624	\$ 405,258
Deferred revenue	34,764	(34,764)	-
	<b>219,398</b>	<b>185,860</b>	<b>405,258</b>
<b>Expenses</b>			
Administration	18,000	18,000	36,000
Salaries, fees and benefits	99,000	88,060	187,060
Transportation and accommodations	85,517	59,800	145,317
Materials and supplies	22,100	20,000	42,100
	<b>224,617</b>	<b>185,860</b>	<b>410,477</b>
<b>Surplus (Deficit)</b>	<b>\$ (5,219)</b>	<b>\$ -</b>	<b>\$ (5,219)</b>
<b>Accounts Receivable</b>	<b>\$ 10,478</b>	<b>\$ -</b>	
<b>Deferred Revenue</b>	<b>\$ -</b>	<b>\$ 34,764</b>	

# DEHCHO DIVISIONAL EDUCATION COUNCIL

Statement of Council Operations and Financial Position (Non-Consolidated)

Schedule H-1

For the year ended June 30, 2021

	2021 Budget	2021 Actual	*2020 Actual
<b>Revenue</b>			
<b>Government of the NWT</b>			
ECE regular contributions	\$ 12,766,337	\$ 13,411,847	\$ 12,470,230
Indigenous Languages and Education, Schedule B	-	-	-
French language instruction, Schedule D	55,000	50,000	50,000
ECE other contributions, Note 31	135,000	407,738	85,750
Deferred revenues - SSI program	-	7,438	(7,438)
	<b>12,956,337</b>	<b>13,877,023</b>	<b>12,598,542</b>
<b>GNWT - other contributions, Note 32</b>	<b>400,000</b>	<b>161,942</b>	<b>235,349</b>
<b>Total GNWT</b>	<b>13,356,337</b>	<b>14,038,965</b>	<b>12,833,891</b>
<b>Indigenous Services - Jordan's Principle</b>	<b>814,400</b>	<b>1,035,957</b>	<b>1,283,563</b>
	-	219,398	185,865
<b>Total Government of Canada</b>	<b>814,400</b>	<b>1,255,355</b>	<b>1,469,428</b>
<b>Self-Generated Funds</b>			
Rentals	36,000	85,200	73,800
Investment income	30,000	33,540	66,811
Contract and other	82,000	134,512	165,706
	<b>148,000</b>	<b>253,252</b>	<b>306,317</b>
	<b>14,318,737</b>	<b>15,547,572</b>	<b>14,609,636</b>
<b>Expenditure</b>			
School programs	9,118,088	8,497,841	7,385,313
Inclusive schooling	2,972,741	2,016,581	2,030,512
Student accommodations	230,950	278,064	225,766
Operations and maintenance	-	670,225	906,935
Administration	1,075,842	959,594	1,019,737
Aboriginal language/cultural programs	1,698,266	1,389,746	1,380,127
Jordan's Principle	-	1,035,957	1,283,563
	<b>15,095,887</b>	<b>14,848,008</b>	<b>14,231,953</b>
<b>Excess of Revenue over Expenditure before other items</b>	<b>\$ (777,150)</b>	<b>\$ 699,564</b>	<b>\$ 377,683</b>
<b>Other Items:</b>			
Other Employee Future Benefits and Compensated Absences recovery (expense), Note 17		-	(3,977)
Payroll Expenses, Note 17		-	-
<b>Excess (Deficiency) of Revenue over Expenditure</b>		<b>\$ 699,564</b>	<b>\$ 373,706</b>
<b>Accumulated surplus (deficit), beginning of year</b>		<b>1,585,065</b>	<b>1,211,359</b>
<b>Accumulated surplus (deficit), end of year</b>		<b>\$ 2,284,629</b>	<b>\$ 1,585,065</b>

\* Reclassified for comparative purposes

**DEHCHO DIVISIONAL EDUCATION COUNCIL**

Details of Council Expenses (Non-Consolidated)

Schedule H-2

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Jordan's Principle	2021 Total	2021 Budget	*2020 Total
<b>Salaries</b>										
Teachers' salaries	\$ 6,032,860	\$ 894,156	\$ -	\$ -	\$ -	\$ 895,926	\$ 929,018	\$ 8,751,960	\$ 6,588,106	\$ 7,628,357
Instruction Assistant	-	751,976	-	-	-	-	-	751,976	2,556,579	1,064,033
Non Instructional Staff	738,687	172,852	-	561,611	577,292	270,550	-	2,320,992	2,255,606	2,489,261
Board/Trustee Honoraria	-	-	-	-	28,118	-	-	28,118	82,800	27,702
	6,771,547	1,818,984	-	561,611	605,410	1,166,476	929,018	11,853,046	11,483,091	11,209,353
<b>Employee Benefits</b>										
Employee benefits and allowances	161,835	69,806	-	13,422	14,469	27,322	-	286,854	459,267	310,355
Leave and termination	111,540	18,590	-	-	-	18,590	-	148,720	426,987	101,893
	273,375	88,396	-	13,422	14,469	45,912	-	435,574	886,254	412,248
<b>Services Purchased/Contracted</b>										
Professional/Technical Services	-	-	-	-	27,952	3,200	-	31,152	40,000	32,258
Postage/Communication	47,244	-	1,702	-	83,450	385	-	132,781	40,000	118,605
Utilities	-	-	-	-	-	-	-	-	40,000	-
Travel	235,875	35,685	46,285	-	70,000	20,665	-	408,510	893,000	635,610
Student Travel (Bussing)	148,428	-	-	-	-	-	-	148,428	62,000	61,599
Advertising/Printing/Publishing	14,008	-	-	-	38,698	31,172	-	83,878	210,000	43,606
Maintenance/Repair	-	-	-	76,443	26,660	-	-	103,103	85,000	75,410
Rentals/Leases	27,920	-	-	13,200	30,708	4,653	-	76,481	138,000	62,842
Other - Contracted Services	-	50,925	209,005	5,549	-	10,443	-	275,922	417,950	186,265
	473,475	86,610	256,992	95,192	277,468	70,518	-	1,260,255	1,925,950	1,216,195
<b>Materials, Supplies and Freight</b>										
Materials	753,358	22,591	21,072	-	62,247	102,266	106,939	1,068,473	575,677	1,179,901
Freight	31,797	-	-	-	-	4,574	-	36,371	5,915	20,517
	785,155	22,591	21,072	-	62,247	106,840	106,939	1,104,844	581,592	1,200,418
<b>Contributions and Transfers</b>										
Transfers to DEA	194,289	-	-	-	-	-	-	194,289	219,000	193,739
<b>Amortization</b>										
	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>\$ 8,497,841</b>	<b>\$ 2,016,581</b>	<b>\$ 278,064</b>	<b>\$ 670,225</b>	<b>\$ 959,594</b>	<b>\$ 1,389,746</b>	<b>\$ 1,035,957</b>	<b>\$ 14,848,008</b>	<b>\$ 15,095,887</b>	<b>\$ 14,231,953</b>

\* Reclassified for comparative purposes

## DEHCHO DIVISIONAL EDUCATION COUNCIL

District Education Authority Operations Summary  
Non-Consolidated  
For the year ended June 30, 2021

Schedule I-1

	Fort Simpson	Fort Providence	Fort Liard	Jean Marie River	Wrigley	Nahanni Butte	Sambaa Ke	Kakisa Lake	Total
<b>Revenue</b>									
Operating contributions from Divisional Council	\$ 44,722	\$ 41,022	\$ 25,508	\$ 15,670	\$ 18,920	\$ 15,822	\$ 17,226	\$ 15,399	\$ 194,289
Other contributions from Divisional Council	66,035	134,625	38,877	750	980	300	14,173	4,675	260,415
Contributions from GNWT	-	36,766	-	-	-	-	-	-	36,766
Self-generated funds	23,588	139,565	406	-	2,750	-	-	-	166,309
	134,345	351,978	64,791	16,420	22,650	16,122	31,399	20,074	657,779
<b>Expenditure</b>									
School programs	92,801	228,100	47,693	5,923	8,567	2,963	-	10,264	396,311
Inclusive schooling	-	-	-	-	-	-	-	-	-
Student accommodations	-	-	-	-	-	-	-	-	-
Operations and maintenance	-	1,088	7,223	-	-	-	-	4,250	12,561
Administration	13,958	15,619	10,386	5,970	3,519	874	20,991	11,456	82,773
Aboriginal language/cultural programs	5,204	3,000	12,274	750	2,408	1,500	500	2,250	27,886
	111,963	247,807	77,576	12,643	14,494	5,337	21,491	28,220	519,531
Excess (Deficiency) of Revenue over Expenditure	22,382	104,171	(12,785)	3,777	8,156	10,785	9,908	(8,146)	138,248
Accumulated surplus, beginning of year	47,584	4,250	83,785	13,680	80,677	39,646	3,494	17,396	290,512
Accumulated surplus, end of year	\$ 69,966	\$ 108,421	\$ 71,000	\$ 17,457	\$ 88,833	\$ 50,431	\$ 13,402	\$ 9,250	\$ 428,760
<b>Composition of Ending Accumulated Surplus</b>									
Cash	\$ 69,702	\$ 87,004	\$ 71,000	\$ 17,457	\$ 88,833	\$ 50,431	\$ 13,402	\$ 9,250	\$ 407,079
Investment in GIC	-	-	-	-	-	-	-	-	-
Accounts receivable	784	27,850	-	-	-	-	-	-	28,634
Accounts payable	(520)	(6,433)	-	-	-	-	-	-	(6,953)
	\$ 69,966	\$ 108,421	\$ 71,000	\$ 17,457	\$ 88,833	\$ 50,431	\$ 13,402	\$ 9,250	\$ 428,760

## DEHCHO DIVISIONAL EDUCATION COUNCIL

Details of DEA Expenses Summary

Non-Consolidated

For the year ended June 30, 2021

Schedule I-2

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non-instructional Staff	118,661	-	-	4,250	26,035	10,158	159,104
Board/Trustee Honorarium	2,157	-	-	-	45,271	1,500	48,928
	<b>120,818</b>	-	-	<b>4,250</b>	<b>71,306</b>	<b>11,658</b>	<b>208,032</b>
<b>Employee Benefits</b>							
Employee Benefits and Allowances	-	-	-	-	-	-	-
Leave and Termination	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	1,235	-	1,235
Postage/Communication	-	-	-	-	6	-	6
Utilities	-	-	-	-	-	-	-
Travel	15,996	-	-	-	866	-	16,862
Student Travel (Bussing)	52,207	-	-	-	-	-	52,207
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	6,100	-	-	-	1,000	-	7,100
Other - Awards	23,195	-	-	-	-	-	23,195
Other - Contracted Services	10,360	-	-	-	1,684	2,900	14,944
Other - School Programs	87,092	-	-	-	-	3,158	90,250
	<b>194,950</b>	-	-	-	<b>4,791</b>	<b>6,058</b>	<b>205,799</b>
<b>Materials/Supplies/Freight</b>							
Materials	80,543	-	-	8,311	6,676	10,170	105,700
Freight	-	-	-	-	-	-	-
	<b>80,543</b>	-	-	<b>8,311</b>	<b>6,676</b>	<b>10,170</b>	<b>105,700</b>
<b>Total</b>	<b>\$ 396,311</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 12,561</b>	<b>\$ 82,773</b>	<b>\$ 27,886</b>	<b>519,531</b>

# FORT SIMPSON

## District Education Authority Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenues</b>			
Contributions from Divisional Council	\$ 44,722	\$ 44,722	\$ 44,392
Other - Dehcho DEC	-	66,035	76,160
Other - Contributions from GNWT	-	-	1,568
Other	-	23,588	33,076
	<u>44,722</u>	<u>134,345</u>	<u>155,196</u>
<b>Expenses</b>			
School programs	28,222	92,801	115,536
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	12,500	13,958	15,687
Aboriginal language/cultural programs	4,000	5,204	5,069
	<u>44,722</u>	<u>111,963</u>	<u>136,292</u>
Surplus (Deficit)	\$ -	22,382	18,904
Opening equity		47,584	28,680
Closing equity		\$ 69,966	\$ 47,584
<b>Composition of Closing Equity</b>			
Cash		\$ 69,702	\$ 51,284
Accounts receivable		784	1,920
Accounts payable		(520)	(5,620)
		<u>\$ 69,966</u>	<u>\$ 47,584</u>

**FORT SIMPSON**

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	28,844	-	-	-	-	-	28,844
Board/Trustee Honoraria	-	-	-	-	13,680	-	13,680
	28,844	-	-	-	13,680	-	42,524
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	503	-	-	-	-	-	503
Student Travel (Bussing)	52,207	-	-	-	-	-	52,207
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Student Awards	3,894	-	-	-	-	-	3,894
Other - Contracted Services	392	-	-	-	278	-	670
Other - School programs	-	-	-	-	-	-	-
	56,996	-	-	-	278	-	57,274
<b>Materials/Supplies/Freight</b>							
Materials	6,961	-	-	-	-	5,204	12,165
Freight	-	-	-	-	-	-	-
	6,961	-	-	-	-	5,204	12,165
<b>Total</b>	<b>\$ 92,801</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 13,958</b>	<b>\$ 5,204</b>	<b>\$ 111,963</b>



## FORT PROVIDENCE

District Education Authority  
Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ 41,022	\$ 41,022	\$ 40,417
Other - Dehcho DEC	-	134,625	196,279
Other - Contributions from GNWT	-	36,766	49,936
Other	-	139,565	8,660
	<u>41,022</u>	<u>351,978</u>	<u>295,292</u>
<b>Expenses</b>			
School programs	17,747	228,100	301,934
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	1,088	-
Administration	21,275	15,619	34,576
Aboriginal language/cultural programs	2,000	3,000	27,514
	<u>41,022</u>	<u>247,807</u>	<u>364,024</u>
Surplus (Deficit)	\$ -	104,171	(68,732)
Opening equity		4,250	72,982
Closing equity	\$	108,421	\$ 4,250
<b>Composition of Closing Equity</b>			
Cash	\$	87,004	\$ (6,185)
Accounts receivable		27,850	19,802
Accounts payable		(6,433)	(9,367)
	\$	108,421	\$ 4,250

## FORT PROVIDENCE

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	89,817	-	-	-	3,168	3,000	95,985
Board/Trustee Honoraria	-	-	-	-	6,341	-	6,341
	<u>89,817</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>9,509</u>	<u>3,000</u>	<u>102,326</u>
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	1,235	-	1,235
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	7,305	-	-	-	275	-	7,580
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	6,100	-	-	-	-	-	6,100
Other - Awards/Gifts	3,406	-	-	-	-	-	3,406
Other - Contracted Services	7,740	-	-	-	206	-	7,946
Other - School programs	76,647	-	-	-	-	-	76,647
	<u>101,198</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,716</u>	<u>-</u>	<u>102,914</u>
<b>Materials/Supplies/Freight</b>							
Materials	37,085	-	-	1,088	4,394	-	42,567
Freight	-	-	-	-	-	-	-
	<u>37,085</u>	<u>-</u>	<u>-</u>	<u>1,088</u>	<u>4,394</u>	<u>-</u>	<u>42,567</u>
<b>Total</b>	<b>\$ 228,100</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,088</b>	<b>\$ 15,619</b>	<b>\$ 3,000</b>	<b>\$ 247,807</b>

# FORT LIARD

## District Education Authority Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ 25,508	\$ 25,508	\$ 26,168
Other - Dehcho DEC	-	38,877	35,890
Other - Contributions from GNWT	-	-	-
Other	-	406	5,960
	<u>25,508</u>	<u>64,791</u>	<u>68,018</u>
<b>Expenses</b>			
School programs	14,258	47,693	14,637
Inclusive Schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	7,223	-
Administration	9,250	10,386	5,700
Aboriginal language/cultural programs	2,000	12,274	16,325
	<u>25,508</u>	<u>77,576</u>	<u>36,662</u>
Surplus (Deficit)	\$ -	(12,785)	31,356
Opening equity		83,785	52,429
Closing equity		\$ 71,000	\$ 83,785
<b>Composition of Closing Equity</b>			
Cash		\$ 71,000	\$ 62,389
Investment in GIC		-	21,396
Accounts receivable		-	-
Accounts payable		-	-
		<u>\$ 71,000</u>	<u>\$ 83,785</u>

## FORT LIARD

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	6,658	6,658
Board/Trustee Honoraria	-	-	-	-	8,135	1,500	9,635
	-	-	-	-	8,135	8,158	16,293
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	10,846	-	-	-	-	-	10,846
Other - Contracted Services	350	-	-	-	164	-	514
Other - Local Programs	-	-	-	-	-	-	-
	11,196	-	-	-	164	-	11,360
<b>Materials/Supplies/Freight</b>							
Materials	36,497	-	-	7,223	2,087	4,116	49,923
Freight	-	-	-	-	-	-	-
	36,497	-	-	7,223	2,087	4,116	49,923
<b>Total</b>	<b>\$ 47,693</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,223</b>	<b>\$ 10,386</b>	<b>\$ 12,274</b>	<b>\$ 77,576</b>

# JEAN MARIE RIVER

## District Education Authority Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenues</b>			
Contributions from Divisional Council	\$ 15,670	\$ 15,670	\$ 15,670
Other - Dehcho DEC	-	750	-
Other - Contributions from GNWT	-	-	-
Other	-	-	516
	<u>15,670</u>	<u>16,420</u>	<u>16,186</u>
<b>Expenses</b>			
School programs	2,720	5,923	4,915
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	10,950	5,970	7,496
Aboriginal language/cultural programs	2,000	750	8,634
	<u>15,670</u>	<u>12,643</u>	<u>21,045</u>
Surplus (Deficit)	\$ -	3,777	(4,859)
Opening equity		13,680	18,539
Closing equity		\$ 17,457	\$ 13,680
<b>Composition of Closing Equity</b>			
Cash		\$ 17,457	\$ 13,680
Accounts receivable		-	-
Accounts payable		-	-
		<u>\$ 17,457</u>	<u>\$ 13,680</u>

## JEAN MARIE RIVER

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	3,050	-	3,050
Board/Trustee Honoraria	2,157	-	-	-	1,760	-	3,917
	<u>2,157</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4,810</u>	<u>-</u>	<u>6,967</u>
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	919	-	-	-	-	-	919
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	1,000	-	1,000
Other - Awards	1,719	-	-	-	-	-	1,719
Other - Contracted Services	1,128	-	-	-	160	-	1,288
Other - School Programs	-	-	-	-	-	750	750
	<u>3,766</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,160</u>	<u>750</u>	<u>5,676</u>
<b>Materials/Supplies/Freight</b>							
Materials	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total</b>	<b>\$ 5,923</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,970</b>	<b>\$ 750</b>	<b>\$ 12,643</b>

# WRIGLEY

## District Education Authority Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ 18,920	\$ 18,920	\$ 18,810
Other - Dehcho DEC	-	980	13,100
Other - Contributions from GNWT	-	-	2,750
Other	-	2,750	8,690
	<u>18,920</u>	<u>22,650</u>	<u>43,350</u>
<b>Expenses</b>			
School programs	4,870	8,567	5,550
Inclusive schooling	-	-	-
Student accomodations	-	-	-
Operations and maintenance	-	-	-
Administration	12,050	3,519	4,052
Aboriginal language/cultural programs	2,000	2,408	17,005
	<u>18,920</u>	<u>14,494</u>	<u>26,607</u>
Surplus (Deficit)	\$ -	8,156	16,743
Opening equity		80,677	63,934
Closing equity		\$ 88,833	\$ 80,677
<b>Composition of Closing Equity</b>			
Cash	\$	88,833	\$ 80,677
Accounts receivable		-	-
Accounts payable		-	-
	\$	88,833	\$ 80,677

**WRIGLEY**

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	400	-	400
Board/Trustee Honoraria	-	-	-	-	2,800	-	2,800
	-	-	-	-	3,200	-	3,200
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	319	-	319
Other - Local programs	8,567	-	-	-	-	2,408	10,975
	8,567	-	-	-	319	2,408	11,294
<b>Materials/Supplies/Freight</b>							
Materials	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Total</b>	<b>\$ 8,567</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,519</b>	<b>\$ 2,408</b>	<b>\$ 14,494</b>



# NAHANNI BUTTE

District Education Authority  
Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenues</b>			
Contributions from Divisional Council	\$ 15,822	\$ 15,822	\$ 15,877
Other - Dehcho DEC	-	300	9,625
Other - Contributions from GNWT	-	-	-
Other	-	-	-
	<u>15,822</u>	<u>16,122</u>	<u>25,502</u>
<b>Expenses</b>			
School programs	2,872	2,963	7,050
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	10,950	874	718
Aboriginal language/cultural programs	2,000	1,500	2,450
	<u>15,822</u>	<u>5,337</u>	<u>10,218</u>
Surplus (Deficit)	\$ -	10,785	15,284
Opening equity		39,646	24,362
Closing equity		\$ 50,431	\$ 39,646
<b>Composition of Closing Equity</b>			
Cash		\$ 50,431	\$ 39,646
Accounts receivable		-	-
Accounts payable		-	-
		<u>\$ 50,431</u>	<u>\$ 39,646</u>

**NAHANNI BUTTE**

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	-	-	-	-	550	-	550
	-	-	-	-	550	-	550
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	1,085	-	-	-	-	-	1,085
Other - Contracted Services	-	-	-	-	324	650	974
Other - School Programs	1,878	-	-	-	-	-	1,878
	2,963	-	-	-	324	650	3,937
<b>Materials/Supplies/Freight</b>							
Materials	-	-	-	-	-	850	850
Freight	-	-	-	-	-	-	-
	-	-	-	-	-	850	850
<b>Total</b>	<b>\$ 2,963</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 874</b>	<b>\$ 1,500</b>	<b>\$ 5,337</b>

## Sambaa K'e (formerly Trout Lake)

District Education Authority  
Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ 17,226	\$ 17,226	\$ 17,006
Other - Dehcho DEC	-	14,173	-
Other - Contributions from GNWT	-	-	-
Other	-	-	-
	<u>17,226</u>	<u>31,399</u>	<u>17,006</u>
<b>Expenses</b>			
School programs	4,276	-	3,465
Inclusive schooling	-	-	-
Student accomodations	-	-	-
Operations and maintenance	-	-	-
Administration	10,950	20,991	11,640
Aboriginal language/cultural programs	2,000	500	6,508
	<u>17,226</u>	<u>21,491</u>	<u>21,613</u>
Surplus (Deficit)	\$ -	9,908	(4,607)
Opening equity		3,494	8,101
Closing equity		<u>\$ 13,402</u>	<u>\$ 3,494</u>
<b>Composition of Closing Equity</b>			
Cash	\$	13,402	\$ 3,494
Accounts receivable		-	-
Accounts payable		-	-
	<u>\$</u>	<u>13,402</u>	<u>\$ 3,494</u>

## Sambaa K'e (formerly Trout Lake)

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	13,717	500	14,217
Board/Trustee Honoraria	-	-	-	-	6,905	-	6,905
	-	-	-	-	20,622	500	21,122
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	174	-	174
Other - School Programs	-	-	-	-	-	-	-
	-	-	-	-	174	-	174
<b>Materials/Supplies/Freight</b>							
Materials	-	-	-	-	195	-	195
Freight	-	-	-	-	-	-	-
	-	-	-	-	195	-	195
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 20,991</b>	<b>\$ 500</b>	<b>\$ 21,491</b>

# KAKISA LAKE

District Education Authority  
Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenues</b>			
Contributions from Divisional Council	\$ 15,399	\$ 15,399	\$ 15,399
Other - Dehcho DEC	-	4,675	11,220
Other - Contributions from GNWT	-	-	8,000
Other	-	-	156
	<u>15,399</u>	<u>20,074</u>	<u>34,775</u>
<b>Expenditure</b>			
School programs	2,449	10,264	5,150
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	4,250	6,050
Administration	10,950	11,456	8,927
Aboriginal language/cultural programs	2,000	2,250	5,250
	<u>15,399</u>	<u>28,220</u>	<u>25,377</u>
Surplus (Deficit)	\$ -	(8,146)	9,398
Opening equity		17,396	7,998
Closing equity		\$ 9,250	\$ 17,396
<b>Composition of Closing Equity</b>			
Cash		\$ 9,250	\$ 17,396
Accounts receivable		-	-
Accounts payable		-	-
		<u>\$ 9,250</u>	<u>\$ 17,396</u>

## KAKISA LAKE

District Education Authority  
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	4,250	5,700	-	9,950
Board/Trustee Honoraria	-	-	-	-	5,100	-	5,100
	-	-	-	4,250	10,800	-	15,050
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	6	-	6
Utilities	-	-	-	-	-	-	-
Travel	7,269	-	-	-	591	-	7,860
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	2,245	-	-	-	-	-	2,245
Other - Contracted Services	750	-	-	-	59	2,250	3,059
Other - School Programs	-	-	-	-	-	-	-
	10,264	-	-	-	656	2,250	13,170
<b>Materials/Supplies/Freight</b>							
Materials	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Total</b>	<b>\$ 10,264</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,250</b>	<b>\$ 11,456</b>	<b>\$ 2,250</b>	<b>\$ 28,220</b>

# Approvals

## *Operating Plan*



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Education Body Chair

Date: March 28 2021



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Superintendent

Date: March 28 2021

## *Annual Report*



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Education Body Chair

Date: November 10 2021

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Superintendent

Date:

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**Education Accountability Framework**

**Ndilo District  
Education Authority**

**Annual Report**

**For the 2020-21 School Year**

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Cadre de responsabilisation en éducation

# Administration scolaire de district de Ndilo

Rapport annuel

Année scolaire 2020-2021

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## Plan de fonctionnement – Sommaire

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Le plan de fonctionnement de l'Administration scolaire de district de Ndilq pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district de Ndilq pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

L'Administration scolaire de district de Ndilq est responsable d'administrer les programmes d'éducation et d'assurer le respect des normes à Ndilq, plus précisément à l'école dénée K'àlemì. L'Administration scolaire s'engage à offrir aux élèves une éducation de qualité axée sur les quatre volets d'apprentissage suivants, mis de l'avant dans l'énoncé de mission et d'ambition de l'école :

Langue d'enseignement

Études générales et technologie

Lois dénées et bien-être

Activité physique

Grâce au développement de compétences dans ces domaines, les élèves grandiront et deviendront des Dénés respectueux, en santé, diligents et forts, qui redonneront à leur famille, à la communauté et au Nord.

L'école K'àlemì est petite et offre aux élèves de la prématernelle à la 12<sup>e</sup> année des programmes d'éducation qui intègrent et respectent la culture. Les inscriptions pour 2020-2021 sont estimées à environ 125 élèves à temps plein. Les élèves appartiennent principalement à la Première Nation des Dénés Yellowknives. L'école attire aussi de nombreuses familles autochtones de Yellowknife; elle offre le transport gratuitement à ces élèves.

L'école offre toute une gamme de programmes :

Priorité à l'enseignement et à l'apprentissage de la culture et de la langue wiìlìdeh yatì

Plusieurs expériences culturelles essentielles pendant l'année scolaire

Nombreuses activités dans la nature pour les élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année, à raison d'une demi-journée par semaine

Accent sur le bien-être social et affectif

Accès à un conseiller en soins à l'enfance et à la jeunesse

Programme alimentaire varié et complet qui sert déjeuner, dîner et collations

Petites classes multiniveaux

Aménagement d'un laboratoire créatif « Maker Space »

Accent mis sur le développement de la parole et du langage, de la prématernelle à la 3<sup>e</sup> année

Possibilité de participer à un programme alternatif d'études secondaires

Attention particulière accordée à la préparation au marché du travail et la planification de l'avenir pour les élèves du secondaire

En mars 2020, suivant la recommandation du ministre de l'Éducation, l'ASDN a présenté une motion visant à fermer l'école en raison de la pandémie mondiale de COVID-19. Pendant cette fermeture, les employés de l'école dénée K'alemi a fait preuve de diligence pour rester en contact avec les élèves et les familles, et leur apporter un soutien à distance tout en leur fournissant trousse d'apprentissage. En septembre 2020, l'école a rouvert ses portes selon un plan approuvé. Les employés veillent à la santé et à la sécurité des élèves, des familles et de la communauté, qui demeurent une priorité absolue.

En plus de rouvrir l'école dénée K'alemi et de rétablir les liens, l'ASDN s'est fixé trois objectifs pour l'année scolaire 2020-2021 :

L'école augmentera l'accès à l'apprentissage dans la nature et la durée des activités. Les élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année participeront au moins une demi-journée d'école par semaine à des programmes dans la nature en profitant des espaces naturels situés à proximité de l'école. En complément aux leçons en classe, la langue willihideh viendra s'intégrer aux activités quotidiennes sur les terres ancestrales.

Le personnel enseignant de l'école approfondira sa compréhension des programmes scolaires, des activités d'évaluation et de l'enseignement différencié à la lumière des programmes d'études des TNO. Pour ce faire, il s'engagera dans des activités de perfectionnement professionnel et fixera des objectifs en matière de pratiques d'enseignement et d'apprentissage.

L'école améliorera l'accès aux services de bien-être et de santé mentale pour les élèves et le personnel. Du temps sera consacré à bâtir la communauté et à renforcer les liens par suite de la fermeture de l'école et des restrictions accrues liées à la COVID-19. Les élèves et les employés auront accès à un conseiller en soins à l'enfance et à la jeunesse. De plus, le personnel scolaire prendra part à des activités de perfectionnement professionnel dans le but d'approfondir sa compréhension des pratiques tenant compte des traumatismes.

## Rapport annuel 2020-2021 de l'Administration scolaire de district de Ndilo

### Rapport annuel – Sommaire

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Le rapport annuel de l'Administration scolaire de district de Ndilo pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Si l'année scolaire 2020-2021 a été l'occasion de vivre des expériences enrichissantes, elle a aussi comporté son lot de difficultés. La pandémie a obligé le personnel de l'école dénée K'àlemi à repenser plusieurs de ses traditions, pratiques et routines pour garantir la sécurité de tous. Les membres du personnel ont travaillé diligemment pour que l'école conserve son environnement accueillant et inclusif, et ce malgré l'annulation de grands événements comme les fêtes et assemblées. Le personnel de l'école dénée K'àlemi reconnaît l'importance de l'apprentissage en personne et tous sont bien heureux que l'école soit demeurée ouverte pendant la plus grande partie de l'année scolaire.

Fondés sur la mission et l'idéal de l'école dénée K'àlemi et les priorités stratégiques du MÉCF, trois grands objectifs ont orienté le plan d'amélioration de l'école et le déroulement de l'année scolaire 2020-2021.

L'école a amélioré l'accès à l'apprentissage dans la nature et la durée des activités en instaurant le *Programme Après-midis en nature*, qui permet aux élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année de passer un après-midi par semaine à l'extérieur. Les gardiens communautaires du savoir, les élèves et le personnel de l'école ont monté une tente-abri avec poêle sur le terrain de l'école pour souligner le lancement du programme. Grâce aux espaces naturels situés à proximité de l'école, les élèves ont fait équipe avec de nombreux gardiens du savoir pour apprendre différentes techniques. En plus du Programme Après-midis en nature, les expériences culturelles fondamentales se sont poursuivies, sauf deux fois au printemps en raison de la pandémie. L'école dénée K'àlemi a poursuivi l'intégration de la langue wiliideh aux leçons en classe et aux activités quotidiennes sur les terres ancestrales.

Le personnel enseignant de l'école a approfondi sa compréhension des programmes scolaires, des activités d'évaluation et de l'enseignement différencié à la lumière des programmes d'études des TNO. Pour ce faire, il s'est engagé dans des activités de perfectionnement professionnel en plus de fixer des objectifs aux pratiques d'enseignement et d'apprentissage. Les membres du personnel ont exploré les concepts autochtones d'enseignement et d'apprentissage illustrés dans l'art du conte et la

façon de les intégrer dans la planification des cours. Puis, ils ont pris part à trois jours de perfectionnement professionnel portant sur les programmes scolaires et les stratégies d'évaluation. Les membres du personnel ont travaillé ensemble pour schématiser les différentes parties du programme scolaire, de la prématernelle à la 12<sup>e</sup> année. Cela leur a permis de mieux comprendre l'étendue des apprentissages que les enfants sont censés faire pendant cette période. Les enseignants ont aussi comparé les résultats compilés dans les bulletins aux objectifs du curriculum.

Finalement, l'école a amélioré l'accès aux services de bien-être et de santé mentale pour les élèves et le personnel. Le personnel a travaillé fort pour raviver le sens de la communauté après la fermeture de l'école en mars 2020. Et bien que nous étions extrêmement limités dans ce que l'on pouvait faire, nous avons organisé des fêtes en classe, des activités dans toute l'école où les classes avaient un objectif commun, des activités extérieures et des séances de photomatons. L'école disposait d'un conseiller en santé mentale. Le personnel a également pris part à des activités de perfectionnement professionnel afin de mieux comprendre les traumatismes et comment mieux guérir et rebondir face aux difficultés de la vie.

Dans l'ensemble, l'année scolaire a été très satisfaisante et plusieurs grands apprentissages ont été faits. Malgré toutes les embûches rencontrées sur leur chemin, les élèves ont fait un travail remarquable pour continuer à évoluer en contexte pandémique.

## Operating Plan - Executive Summary

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The Ndilò District Education Authority's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Ndilò District Education Authority's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, **including any specific information related to the COVID-19 pandemic:**

The Ndilò District Education Authority (NDEA) is responsible for administering and maintaining the standards of educational programs in Ndilò specifically at K'àlemì Dene School (KDS). The NDEA is committed to providing quality education for students by concentrating on the following four components of learning as identify in the KDS Mission and Vision Statement:

- Language and Culture
- Academics and Technology
- Dene Laws and Wellness
- Physical Activity.

Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.

KDS is a small school that offers culturally relevant and inclusive education programming for Junior Kindergarten to grade 12 students. Enrollment for the 2020-21 school year is estimated at approximately 125 full time students. The student population is primarily Yellowknives Dene First Nation. KDS also attracts many Indigenous families from Yellowknife and provides free transportation for these students.

KDS offers a wide range of programming, including:

- Priority on teaching and learning Wilìideh Yatì and culture,
- Several key cultural experiences throughout the school year,
- Increased time on-the-land with grades one through nine spending a half day each week,
- Focus on social and emotional well-being,
- Access to a Child and Youth Care Counsellor,
- Extensive and inclusive food program serving breakfast, snack and lunch,
- Small multi-grade classes,
- Development of a Maker Space Lab,
- Focus on speech and language development in JK-grade 3,
- Alternative High School Program option for high school students, and
- Intensive focus on career readiness and future planning for high school students.

In March 2020, as recommended by the Minister of Education, the NDEA made a motion to close the school building due to the Covid-19 global pandemic. During this shut down, KDS staff worked diligently to remain connected and provide supports from a distance to students and families while providing learning packages. As of September 2020 KDS, reopened with an approved plan and staff have kept student, family and community health and safety as a top priority.

In addition to focusing on reopening the school and rebuilding relationships, the NDEA has set three goals for 2020-21 school year:

1. KDS will increase access to and time spent learning on-the-land. Grade one to nine students will spend a minimum of half a school day per week engaging in on-the-land programming by making use of the natural spaces within close proximity to the school. KDS will integrate Wìlìideh language, in addition to classroom lessons, into daily on-the-land activities.
2. KDS education staff will increase their understanding of curriculum mapping, assessment activities and differentiation through the lens of NWT curriculum by engaging in professional development activities and setting goals for teaching and learning practices.
3. KDS will increase student and staff access to wellness and mental health services. Time will be spent focusing on community building and strengthening relationships following the closure of the school building and increased restrictions due to Covid-19. Students and staff will have access to a Child and Youth Care Counsellor. As well, KDS staff will participate in professional development to further deepen their understanding of trauma informed practices.

## Annual Report - Executive Summary

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The Ndilq District Education Authority's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, **including any specific information related to the COVID-19 pandemic:**

While the 2020-21 school year was rewarding, it was not without its challenges. Operating a school during a global pandemic forced KDS staff to rethink many of its traditions, practices and routines to ensure everyone's safety. Staff worked diligently to ensure that KDS maintained its welcoming and inclusive environment despite not being able to host large events like feasts or assemblies. The staff at KDS recognized the importance of in-person learning and are grateful that the school was able to remain open for the majority of the school year.

Based on the mission and vision statement of KDS and the strategic priorities of ECE, three major goals were set in 2020-21. These goals informed the school's improvement plan and guided the course of the school year.

KDS increased access to and time spent learning on-the-land. KDS created the Afternoons-on-the-land Program where grade one to nine students spent an afternoon per week outside. Community Knowledge Keepers, students and staff put up a wall tent with a stove on school grounds to house the program. Using the natural spaces in close proximity to the school, students worked with a variety of Community Knowledge Keepers to learn about different skills and activities. In addition to the Afternoons-on-the-land Program, Key Cultural Experiences continued with the exception of two in the spring due to Covid-19. KDS continued to integrate Wilhideh language, in addition to classroom lessons, into daily on-the-land activities.

KDS education staff increased their understanding of curriculum mapping, assessment activities and differentiation through the lens of NWT curriculum by engaging in professional development activities and setting goals for teaching and learning practices. Staff explored the Indigenous teaching and learning practice of storytelling and how we could use this in our own lesson planning. Then staff participated in three professional development days specifically about curriculum mapping and assessment strategies. Staff worked together to map different parts of the curriculum from JK to grade 12. This increased staff's understanding of the scope of learning from children are expected to learn in JK and how it builds to grade 12. Teachers also compared report card outcomes to curriculum outcomes.

Finally, KDS increased student and staff access to wellness and mental health services. Staff worked hard to rebuild the sense of community following the school closure in March 2020. While we were extremely limited in what we could do, we attempted to have classroom feasts, school wide events where classes worked towards a common goal, outdoor events and



photo booths. KDS had a mental health counsellor who Staff also participated in professional development to better understand trauma and how to build resilience.

Overall, it was a fulfilling school year with many amazing things being learned. Despite many challenges that came up along the way, staff and students did an amazing job of navigating the changing landscape of a global pandemic.

## 1. Administration and School Services

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Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

## A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes, such as elections membership terms, current membership:

The Ndilò 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 Ndilò as defined under the Act. A full range of instructional programs ranging from junior kindergarten through grade 12 are offered by the NDEA.

The NDEA is an independent legal and accounting entity with an elected Education Authority as stipulated in Section 82 of the Education Act. The Education Authority has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

- Superintendent – Ed Lippert
- Last Election – May 2019
- Members serve a three-year term. An election is called every 3<sup>rd</sup> May.
- Meetings occur monthly, but more often as required.
- The number of staff at the Ndilò District Education Authority is 1 (contracted superintendent services)
- The next election will happen in May 2022

Prior to the establishment of the NDEA, K'àlemì Dene School was guided by the Ndilò Education Committee (NEC) made up of Ndilò community members. This committee was established in 1998 when the school in Ndilò opened for its first year of operation. Over the years, the committee lobbied for a new building and then the creation of the District Education Authority. During this time, the Yellowknives Dene First Nation received funding from ECE for K'àlemì Dene School and in partnership with NEC contracted superintendent services from Yellowknife Education District Number One (YK1) to oversee the daily operations of the school.

The NDEA is responsible for making strategic decisions to guide only one school, K'àlemì Dene School. The NDEA Chairperson is responsible for reporting to the Minister of Education, Culture and Employment. The NDEA directs the Superintendent and Principal who then work directly with the staff at K'àlemì Dene School.

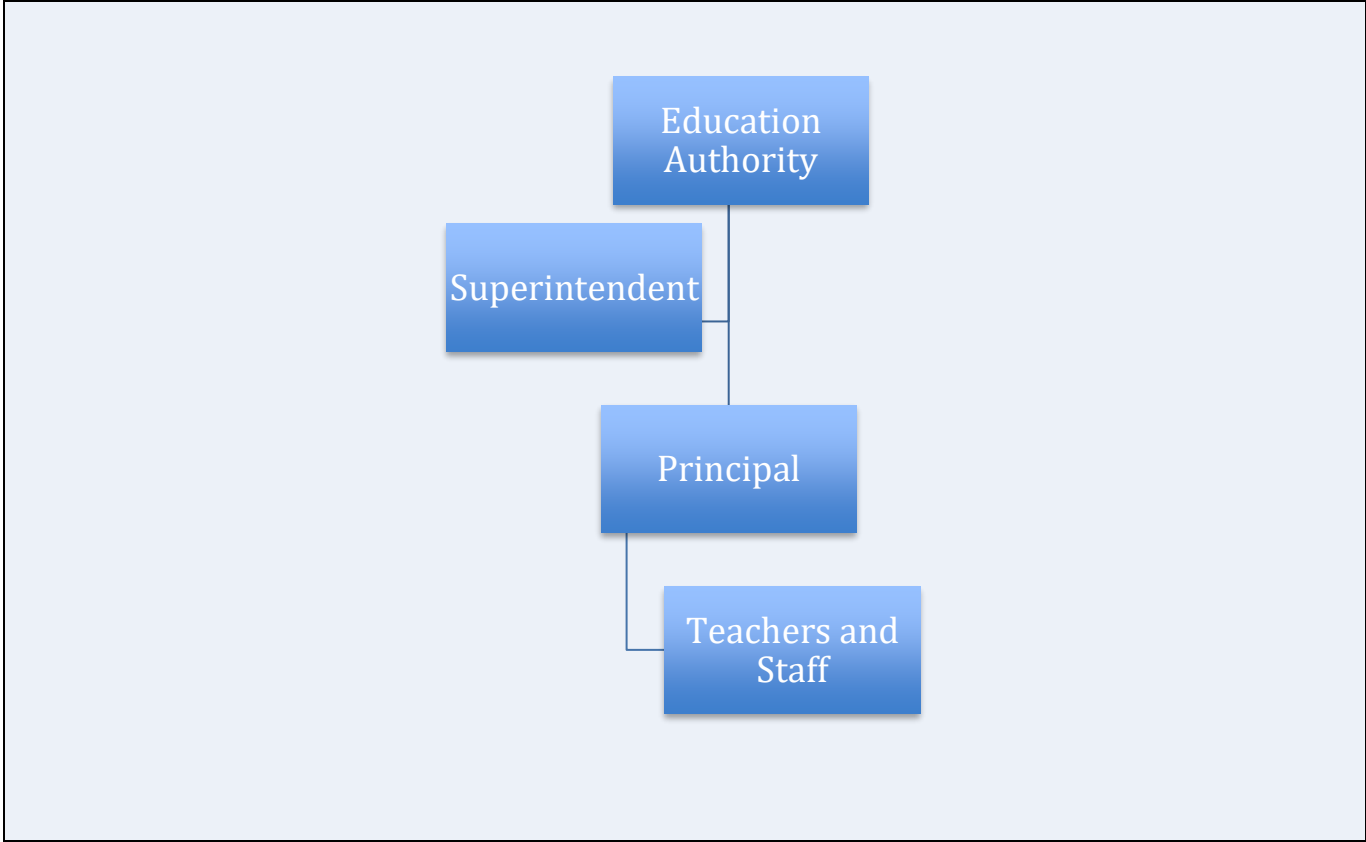
It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school budget, reporting to ECE, overseeing the external audit, managing human resource issues and supervising building maintenance. For example, the development of this operating plan was completed by the principal at KDS and then approved by the NDEA.

An NDEA election occurred during the month of May 2019, six positions were acclaimed. The NDEA was sworn in June 2019 and will serve until May 2022. In February 2020, a seventh NDEA member was sworn-in after the advertising in different places in the community. Current Ndilo District Education Authority:

1. Cecilie Beaulieu, Trustee
2. Theresa Black, Trustee
3. Roberta Campbell, Trustee
4. Myra Conrad, Trustee
5. Lila Erasmus, Vice Chairperson
6. Sarah Erasmus, Chairperson
7. Nyra Mackenzie, Trustee

***B. Functional Organizational Chart***

The following table details the functional organization of the Education Body:



### C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Reviewing Mission and Vision Statement	External Consultant	DEA	TBD	No	NDEA participated in several consultations as requested from ECE including the Modernization of the Education Act and Curriculum Renewal.
Strategic Planning with YKDFN Chief and Council	YKDFN	DEA	Chief Drygeese Centre Oct 28 & 29, 2020	Yes	

### D. Education Body Meetings

According to section 109 of the *Education Act*, "Divisional Education Council shall meet at least three times a year and at any other times that it may decide". The following table details the schedule of Education Body meetings is planned for the upcoming school year:

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
September 24, 2020	KDS	Yes	
October 22, 2020	KDS	Yes	
November 26, 2020	KDS	Yes	
January 28, 2021	KDS	Yes	

February 25, 2021	KDS	Yes	
April 22, 2021	KDS	Yes	
May 27, 2021	KDS	Yes	
June 17, 2021	KDS	Yes	

**E. School Profiles**

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.

<b>Total Number of Schools in District</b>	<b>1</b>	<b>Total Anticipated Student Head Count</b>	<b>113</b>
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School Name	Community	Grades Offered	Programming Highlights
K'alemi Dene School (KDS)	Ndilo	JK-12	<ul style="list-style-type: none"> <li>● Priority on teaching and learning Wiliideh Yatì and culture</li> <li>● Several key cultural experiences throughout the school year</li> <li>● Increased time on-the-land with grades one through nine spending a half day each week.</li> <li>● Focus on social and emotional well-being</li> <li>● Access to a Child and Youth Care Counsellor</li> <li>● Extensive and inclusive food program serving breakfast, snack and lunch</li> <li>● Small multi-grade classes</li> <li>● Development of a Maker Space Lab</li> <li>● Focus on speech and language development in JK-grade 3</li> </ul>

			<ul style="list-style-type: none"><li>• Alternative High School Program option for high school students</li><li>• Intensive focus on career readiness and future planning for high school students.</li></ul>
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***F. Student Profiles***

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being home schooled.**

The Ndilq District Education Authority consists of one school that will house approximately 110 to 130 students in 2020-21 school year. When K'alemì Dene School (KDS) opened it's doors in September 1998 it was a kindergarten to grade 3 school. Over the years, KDS has grown to include junior kindergarten to grade 12. KDS follows all NWT curriculum with a special emphasis on Dene Kede to ensure Wiilìdeh 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 Wiilìdeh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede. New for the 2020/21 school year, KDS is increasing the time grade one to nine classes spend on the land as way to enhance land-based education while encouraging healthy practices due to Covid-19 restrictions.

The NDEA is committed to providing ALL KDS students with a safe and inclusive learning environment that is appropriate and respectful to their diverse strengths and needs, in classrooms with their age peers. At this time, approximately 46% of students are working on regular education program with curriculum at their grade level.

Being so close to the community of Yellowknife, KDS often attracts families from Yellowknife for the variety of programming that is offered. We offer free bus service for those families many of whom are low income families. Over the years, our ridership has increased and in 2018-19, the NDEA made the decision to contract bus services and use a large bus with a dedicated route. However, it should be noted that KDS also provides transportation services to junior kindergarten students as the bus company cannot accommodate four-year olds. At this time, KDS is providing transportation for more than 60 students from Yellowknife to Ndilq.



### ***G. Teacher Profiles***

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention, **including any anticipated concerns related to the COVID-19 pandemic.**

KDS maintains a teaching staff of six (6) JK to grade nine teachers, three (3) high school teachers, one (1) Alternative high school program teacher and five (5) educational assistants, one (1) program support teachers and one (1) principal. KDS did not experience a large staff turn over from 2019-20 to 2020-21.

All teaching staff are Yellowknife Education District No. 1 (YK1) employees and the NDEA adheres to the YK1 Collective Agreement. YK1 invoices the NDEA each month for cost of salaries and benefits.

Of the staff expected to return to KDS, seven (7) members of our teaching staff have been employed at KDS for five (5) years or more years.

KDS also employs a 0.5 Elder/Language Instructor, 0.6 cook and full-time janitor. These positions are hired through the Yellowknives Dene First Nation Band Office and invoiced back to the NDEA.

## 2. Territorial Schools

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Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

## A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional Priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>K'àlemì Dene School Mission Statement</b></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"> <li>● Language and Culture</li> <li>● Academics and Technology</li> <li>● Dene Laws and Wellness</li> <li>● Physical Activity.</li> </ul> <p>Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.</p> <p>Through discussions with the NDEA and KDS staff the following goals, which align with ECE's five shared priorities, have been set for the 2020-21 school year:</p> <ol style="list-style-type: none"> <li>1. KDS will increase access to and time spent learning on-the-land.</li> <li>2. KDS education staff will increase their understanding of curriculum mapping, assessment activities and differentiation through the lens of NWT curriculum.</li> <li>3. KDS will increase student and staff access to wellness and mental health services.</li> </ol>
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Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align	100%	100%	

with the 5 Shared Priorities.			
KDS will increase access to and time spent learning on-the-land.	<p>Grade one to nine students will spend a minimum of half a school day per week engaging in on-the-land programming.</p> <p>KDS will make use of the natural spaces within close proximity to the school.</p> <p>KDS will integrate Willìideh language, in addition to classroom lessons, into daily on-the-land activities.</p>	<p>Grade one to nine students spent a minimum of half a school day per week engaging in on-the-land programming.</p> <p>KDS made use of the natural spaces within close proximity to the school.</p> <p>KDS integrated Willìideh language, in addition to classroom lessons, into daily on-the-land activities.</p>	
KDS education staff will increase their understanding of curriculum mapping, assessment activities and differentiation through the lens of NWT curriculum.	<p>KDS education staff will engage in professional development activities to increase their understanding curriculum mapping and backwards design.</p> <p>When lesson planning, teachers will be expected to set goals for students based on curriculum-based assessments then implement activities that to support learning.</p> <p>KDS staff will examine ways to approach curriculum from an Indigenous perspective.</p>	<p>KDS education staff engaged in professional development activities to increase their understanding curriculum mapping and backwards design.</p> <p>When lesson planning, teachers set goals for students based on curriculum-based assessments then implement activities that to support learning.</p> <p>KDS staff examined ways to approach curriculum from an Indigenous perspective.</p>	
KDS will increase student and staff access to wellness and mental health services.	<p>KDS will focus on community building and strengthen relationships following the closure of the school building and increased restrictions due to Covid-19.</p> <p>Students and staff will have access to a Child and Youth Care Counsellor.</p> <p>KDS staff will participate in professional development to</p>	<p>KDS focused on community building and strengthen relationships following the closure of the school building and increased restrictions due to Covid-19.</p> <p>Students and staff had partial access to a Child and Youth Care Counsellor.</p>	<p>CYCC started in Nov 2020 and then transferred to another school in Feb 2021. With support from Jordan's Principle, KDS was able to have a full-time</p>

	further deepen their understanding of trauma informed practices.	KDS staff participated in professional development to further deepen their understanding of trauma informed practices.	counsellor at the school.
Areas of Strength for the region	<p>Despite a challenging school year, KDS was able to accomplish many of the set goals. Covid-19 forced staff to rethink many of “regular” practices and in many situations think of better programming. The Afternoons-on-the-Land Program provided students with increased access to cultural practices while encouraging children to enjoy the outdoors.</p> <p>Staff also increased their understanding of curriculum while participating in activities that reconstructed report card outcomes from curricular outcomes and mapping several grade levels of curriculum to see the full pathway of learning. It was an exciting process.</p>		
Areas for Development for the region	<p>KDS staff had limited access to a Child and Youth Care Counsellor. Administration had to put other plans into place to ensure limited disruption to counselling services.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Covid-19 provided KDS with the opportunity to examine current practices in order to be able to offer similar programming safely. While nothing will be able to replace a community feast held at the school, staff were still able to coordinate events that brought the school community together.</p>		

## B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b>	K'àlemì Dene School develops a yearly school improvement plan in consultation with the NDEA and school staff. Due to Covid-19 and the increased planning and coordination required, the NDEA has prioritized three goals to ensure that KDS staff can implement them in a meaningful way. When the SIP plan is completed, the finished document is shared through our school website. The goals of the school improvement plan are guided by the KDS mission and vision statement and align with the priorities and goals as indicated above.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	KDS develops the School Improvement Plan in collaboration with the NDEA and staff which leads to a high level of commitment to the goals and activities described therein. This also helps to build leadership and expertise within the school staff.		
Areas for Development for the region	The number of reports/plans required can be cumbersome to complete in a timely fashion.		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Covid-19 presented many challenges. Staff were forced to look at all of our traditions, routines and procedures. In many ways it helped us to reflect and improve upon many of our everyday practices.</p>
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### C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of <b>Annual School Reviews, including any specific information related to the COVID-19 pandemic.</b>	At the end of the school year, KDS staff will review and discuss the school improvement plan which will help to inform the annual review and the next year's plan. This review will be guided using the key accountability questions outlined by ECE's School Improvement Reporting Policy and Framework. The information gathered will help to build the School Improvement Plan for the following school year.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <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	Taking the time to review and reflect upon the school year, helps staff remain responsive to the needs of KDS.		
Areas for Development for the region	Lack of a reporting template makes it difficult to complete the Annual School Review with consistency.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	With the addition of ECE's Accountability Framework, the School Improvement and Reporting Directive should be reviewed with small reporting bodies in mind.		



### D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Staff Evaluations, including any specific information related to the COVID-19 pandemic.</b></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> <p>Due to Covid-19, staff evaluations were not complete during the 2019/20 school year. These are included in the ten needed to be completed for 2020/21.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	10	9	There is only one administration person on-site at KDS.
Number of principals and assistant principals formally evaluated in the school year.	0	0	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0	0	
Number of Superintendents formally evaluated in the school year.	0	0	
Areas of Strength for the region	KDS was able to complete 9 staff evaluations despite a challenging school year. KDS principal has many opportunities to observe teachers in action, so teachers receive frequent informal feedback, which leads to few surprises in formal evaluations.		
Areas for Development for the region	The current process is time consuming. A more seamless approach is needed.		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Staff members who were missed in 2019/20 received one evaluation in 2020/21 and may require a second evaluation depending where they are in the evaluation cycle.</p>
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**E. Regional Training and In-Service**

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Training and In-Service activities and themes are determined by school priorities which are developed in consultation with NDEA trustees and KDS staff. Once these are decided and the School Improvement Plan is developed, professional development activities are planned accordingly. For the 2020/21 school year, additional training and in-service will be provided around the Return-to-School Plan and other Covid-19 related safety topics.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	0	0	
% of collaborative STIP time dedicated to regional priorities	50%	50%	
Number of schools which implemented STIP as per the Ministerial Directive	1	1	
Areas of Strength for the region	<p>Training and in-services continue to be responsive to our students’ needs. For example, KDS staff required further professional development on autism spectrum disorder. The consultant was able to tailor the information specifically to the needs of the staff. As well, KDS is fortunate to have a many seasoned teachers on staff who are able to <u>plan and implement training sessions.</u></p>		
Areas for Development for the region	<p>We often lack time to plan the training and in-services that we would like to see. We also have a limited access to substitute teachers for training that occurs during instructional days.</p>		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Covid-19 restrictions made it difficult to plan professional development activities. We will be excited to return to in-person professional development.</p>
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**F. Literacy Coordinators**

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contribute d (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25		0.25		0.25	

\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

The following tables detail the region’s role of their Literacy Coordinator, the relevance of the position to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p><b>Regional Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The KDS principal carries out the role of Literacy Coach. She ensures new teachers are introduced to the KDS Literacy Plan and that it is being implemented in each JK to grade 7 classroom. Implementation includes arranging for professional development, setting expectations for long range, unit and lessons plans, co-planning and coaching.</p> <p>At this time, it is not feasible to top the Literacy Coach position up to 0.50 as is expected by ECE. In the past, it has been difficult to fill part-time positions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes		
Areas of Strength for the region	KDS continues to implement a strong Literacy Plan. This past year, the plan was enhanced by adding the Right to Read Program which has greatly helped		

	teachers provide students with strong literacy foundations.
Areas for Development for the region	KDS will continue to refine and improve our practices as the NDEA recognizes literacy as a priority for student success.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Not having a fully funded position makes it challenging to hire for the position. While the NDEA recognizes this position should be topped up to another 0.25, half time positions are still difficult fill.

## G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Relevance of the <b>Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic.</b>	KDS offers a healthy food program that includes breakfast, snack, and lunch each school day. The school opens early and serves cereal, yogurt and toast. Then for snack, students have access to fruit and granola bars. For lunch we serve sandwiches and vegetables three days/week, with hot lunch twice a week. For the month of September, the lunch program will serve sandwiches, veggies and cookies. We hope as we manage the new restrictions and routines that we will be able to serve hot lunches too. The menu is developed using the Canadian Food Guide and when possible, locally sourced products are used.
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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	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 for the region	KDS will increase the number of hot lunches served in the upcoming school year.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	The KDS Food Program serves many students and cost much more than ECE allocates. The program requires additional funds for both food and personnel.		

<b>Type of food program(s) offered in the school</b> <i>(Breakfast, Lunch, Snack, etc.)</i>	<b>Days per week program is offered in the school</b> <i>(Monday - Friday)</i>	<b>Average number of children / youths served daily</b>	<b>Criteria for participation</b> <i>(Low income, fee, Everyone welcome, etc.)</i>	<b>Was the program delivered as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
<b>Breakfast</b> Yogurt Muffins Toast  <b>Snack</b> Fruit Granola Bars Cheese and Crackers  <b>Lunch</b> Sandwiches Veggies Cookies	Monday to Friday	90-100	Everyone welcome	Yes	



## H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<b>SSI Project Proposal Summary</b>	The NDEA has completed a three-year SSI Project Proposal. KDS continues to develop a Maker Space Program for teachers and students to access. Maker Spaces provides hands-on, creative way to encourage students to design, experiment, build and invent as they engage in science, engineering and tinkering. A Maker Space contains elements of a science lab, woodshop, computer lab and/or art room. For the third year of our program, we plan to connect the Maker Space pedagogy with our growing On-the-Land program. We will explore how students can develop their planning and design skills through on-land experiences.
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<b>SSI Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% 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	KDS continued our Maker Space Program and expanded it into our Afternoon-on-the-Land Program. With the support of community experts, students learned about wood carving. They created spoons and bowls while applying the Maker Space pedagogy to the program.		
Areas for Development	KDS is planning a new Student Success Initiative for the 2021-22 school year. We will be developing a library for the school.		

<b>Name of SSI Project</b>	<b>Planned Timeline for Implementation</b>	<b>Was the SSI Project Implemented as planned? (Yes/No)</b>	<b>If No, why not?</b>
KDS Maker Space Project	2018-2021	Yes	

## I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	KDS takes a collaborative approach to safety. It is everyone's job to ensure we have a safe and inclusive school and work environment.		
Areas for Development for the region	During the 2021-22 school year, KDS will explore additional ways to incorporate the Dene Laws into our Safe School Plan and programming.		
Additional Comments for the region			

## J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help );
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region's approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based <b>healthy relationship programming</b> , including any specific information related to the COVID-19 pandemic.	Currently KDS staff have chosen to use different programs than those endorsed by ECE. From JK to grade 7, we are using Second Step SEL and Bullying Prevention. Second Step is research-based, teacher-informed, and classroom-tested, and it promotes the social-emotional development, safety, and well-being of children from Early Learning through Grade 7. For grade 8-12, KDS will continue to use the Fourth R – Health Physical Education and Healthy Relationships Plus Program.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	0	0	
% of schools with grade 4-6 students offering LEADS.	0	0	
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Areas of Strength for the region	KDS continues to offer Second Step SEL and Bullying Prevention Program. We have used the program for three years and teacher are familiar with it. They have been offered alternative programming, but have requested we continue with Second Step.		
Areas for Development for the region	KDS staff and students are better equipped to recognize bullying, but need additional supports for when dealing with supporting children who engage in bullying behaviour.		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>The role-playing aspect of the Fourth R Program was delivered differently due to Covid-19 restrictions.</p>
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<p><b>School Specific Performance Indicators</b></p>	<p><b>School Target</b></p>	<p><b>Achieved Results</b></p>	<p><b>Explanation for variance (if applicable)</b></p>
<p>Evidence-based healthy relationships programs being used, including WITS, LEADS, 4<sup>th</sup>R, and HRPP, and the grades they are being used in (if applicable).</p>	<p>JK to grade 7 will use Second Step lessons and pedagogy weekly.</p> <p>Grade 8-12 will use The Fourth R Program with their Health and CALM courses.</p>	<p>JK to grade 7 used Second Step lessons and pedagogy weekly.</p> <p>Grade 8-12 used The Fourth R Program with their Health and CALM courses.</p>	

### K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

<b>Language of SL</b> <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	<b>Type of SL program</b> <i>(core, immersion, intensive)</i>	<b>Grades of SL program</b> <i>(per program type)</i>	<b>% of students enrolled</b> <i>(per program type)</i>	<b>Frequency of SL Program</b> <i>(min/week)</i>	<b>Actual Frequency of SL Program</b> <i>(min/week)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
Wiilı̨deh Yatı̨	Core	JK-K	100%	45 minutes	45 minutes	Time and scheduling constraints due to course corrections from 2019-20 made it challenging to offer Wiilı̨deh Yatı̨ in the high school.
Wiilı̨deh Yatı̨	Core	Gr. 1-7	100%	90 minutes	90 minutes	
Wiilı̨deh Yatı̨	Core	Gr. 8-12	100%	75 hours/year	75 hours/year was offered to grade 8-9. Did not offer a Wiilı̨deh Yatı̨ to grade 10-12 students.	

*\*Please include a row per language /per type of instruction*

### 3. Inclusive Schooling

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The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

#### A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.50		0.50	

**B. Program Support Teachers**

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
1.00	1.00		1.00	

**C. Support Assistants**

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
1.76	5.00	Additional Educational Assistants are essential to the success of KDS programming.	5.00	Additional Educational Assistants are essential to the success of KDS programming.

### ***D. Inclusive Schooling - Staff Development***

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$10,757	\$10,757		2,329.88	Due to Covid-19, staff did not travel to any PD events or conferences.

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

<b>Type of Training</b>	<b>Audience Intended (PSTs / Educators / Support Assistants / Principals)</b>	<b>Planned Topic</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
Non-violent Crisis Intervention Training	PST Educators EAs Principal	De-escalating behaviour in a safe, respectful manner.	TBD	Yes (Nov/Dec 2020)	
Autism Spectrum Disorder	PST Educators EAs Principal	Staff will work with an outside consultant to gain a better understanding of ASD and how to effectively plan	TBD	Yes (May 2021)	

The following tables detail the region's approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional



development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></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, building on students’ strengths, and using a collaborative approach that includes families whenever possible.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of educators that have been trained on developing and implementing IEPs this year.</p>	<p>100%</p>	<p>60%</p>	<p>Some teachers did not receive training this year as they did not have any students with IEPs in their class. Training was done on an as needed basis due to staffing limitations due to Covid.</p>
<p>% of educators that have been trained on developing and implementing SSPs this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the use of flexible strategies this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the School-based Support Team process this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of principals that have been trained on their leadership role related to Inclusive Schooling this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of Support Assistants who have been trained on Inclusive Schooling this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of Program Support Teachers who have been trained on Inclusive Schooling this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on Assistive Technology this year.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>There is an established practice of collaboration amongst teachers and support assistants, so sharing of knowledge and expertise happens both formally and informally on a regular basis. Teachers are quick to identify needs and the administration is able to respond with training opportunities.</p>		
<p>Areas for Development for the region</p>	<p>Collaboration with YK1 on professional development regarding support plans has been helpful this year, and should continue in the future.</p>		

<p>Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>There has been an increase in interest in Assistive Technology due to the challenges of online learning when closed for Covid, and teachers have been exploring different means of lesson delivery that increase accessibility as a result.</p>
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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).

<b>Name of Contractor</b>	<b>Type of Service</b>	<b>Reason for the Service</b>	<b>School(s) impacted by Service</b>	<b>Length of Contract</b>	<b>Total (\$)</b>
TinyEye Therapy Services	Online speech therapy	Therapy for students in high school	K'alemi Dene	10 months	2,091.00
Merrill Dean	Inservice for teachers	Professional learning about autism spectrum disorders	K'alemi Dene	1 day	\$1200.00

**E. Assistive Technology**

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$19,196	\$1,446.89	Online subscriptions	17,936.31
	\$3,040.56	Reading Intervention Programs	
	\$1,982.31	Sensory Resources	
	\$11,466.55	Technology	

### ***F. Healing and Counselling***

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$16,948	\$16,948		\$16,948	Salary for school mental health coordinator with additional funds coming from Jordan's Principle.

## G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b>	KDS staff is piloting a new process for writing SSPs and IEPs for 2020/21. All support plans were completed in the spring prior to the school year starting by the teacher who knew the students best. SSPs and IEPs can then be implemented as soon as school starts in September. All plans will be reviewed and updated in November and February with the support of the RISC and PST.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance (if applicable)</b>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	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.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	0	0	

<p>Number of times per year that the RISC meet with the PSTs in person</p>	<p>Daily</p>	<p>Daily</p>	
<p>Areas of Strength for the region</p>	<p>This year an SSP “menu” was developed to facilitate the process of including student input into SSPs. Teachers found greater engagement from students using this tool. Classroom support plans complemented the Class Review process this year, and helped teachers develop flexible, inclusive supports in their classrooms.</p>		
<p>Areas for Development for the region</p>	<p>We are continuing to develop and implement effective IEPs for students with ASD, based on training received in May 2021.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS is fully using the strengths-based IEP at this time. Both families and staff prefer the new approach and are more engaged with the process.</p>		

### H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>At KDS, we strive to meet the needs of all our students. This process starts by developing transition plans as they move to different classrooms and teachers, working together to complete strength-based class reviews, developing and implementing student support plans as required and ensuring teachers are using flexible instructional strategies. Flexible teaching strategies are supported by the RISC and PST through co-teaching and planning, consultation (SBST and other meetings) and organized professional development.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	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%	0	No extra-curricular activities due to Covid.

<p>Areas of Strength for the region</p>	<p>Teachers, support assistants, and PST meet a minimum once a week, and more frequently when needed, to develop plans and troubleshoot.</p>
<p>Areas for Development for the region</p>	<p>Scheduling group meetings (division, support assistants, etc) is challenging due to schedule limitations. These meetings would help connect learnings from professional development to action in the classroom.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>This year, teachers and PSTs met one on one, as it was difficult to schedule division meetings due to Covid staffing limitations. The collaborative time was missed.</p>



## I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b>	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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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance (if applicable)</b>
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	100%	0	A referral form is available; however, staff prefer to make referrals in-person to the PST.
% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%	100%	
% of SBST meetings that focus on solving specific problems	100%	100%	
% of SBST meetings that address systemic issues in the school	100%	0	This year, the referrals did not bring up systemic issues, but rather focused

			on specific students/challenges.
Areas of Strength for the region	Teachers and support assistants are given coverage to attend SBST meetings, so they are prioritized and not “extra” at the end of the day. We follow the 30-minute problem solving method, which we have found to be effective for enacting change in the classroom.		
Areas for Development for the region	Clearly defining the scope/purpose of SBST meetings for teachers to streamline referrals will be a priority for next year. Examining referral data to look for systemic issues would help us identify school wide challenges.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid safety protocols occasionally impacted action plans for students – for example, mixing classroom bubbles or staff in order to address a particular issue was not possible.		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	Monthly meetings 120 minutes/month	September/150 minutes October/150 minutes November/360 minutes December/0 minutes January/270 minutes February/180 minutes March/300 minutes April/300 minutes May/300 minutes	December, January and March – no referrals/follow ups

## J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>KDS has a standardized approach to developing SSPs and IEPs that all teachers follow with the support of the principal and PST. Classroom teachers start by contacting parents regarding their child's SSP or IEP. Once the SSP or IEP is written, parents are given the opportunity to review the document. The PST and classroom teachers meet to review SSPs and IEPs at each reporting term and changes are made as necessary. When a student is referred to the SBST, if they have an SSP or IEP in place it is reviewed during the meeting.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% 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%		Not able to comment due to small school population size and possibility of identifying individuals.
% of parents participating in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%		Not able to comment due to small school population size and possibility of identifying individuals.
% 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%		Not able to comment due to small school population size and possibility of identifying individuals.

Areas of Strength for the region	Teachers have established strong relationships with families, and encourage families to advocate for their children and their learning needs.
Areas for Development for the region	Collaboration with YK1 on professional development regarding support plans has been helpful this year, and should continue in the future.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

**K. PST Activities**

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b>	At KDS, we strive to meet the Priority Time-Use targets through scheduled meeting time including professional learning communities, assessment-to-instruction and class reviews. These meetings help determine how support will be directed to maximize priority time use targets. PST is responsible for managing time-use through a year plan.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% 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	Flexibility – PST is able to adjust schedule to meet with teachers on an as needed basis. Support typically is given in shorter, intensive periods for specific needs, as well as ongoing for general inclusive school practices. Support assistants have shown significant growth in the strategies they are using to work with students in small groups or one on one.		
Areas for Development for the region	In a JK-12 school, a wide range of challenges arise. It is difficult for one person to have expertise and experience in all these areas.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

## 4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

### A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
0.50	0.50		0.5	

## B. Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.30	1.30		1.3	

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

<b>Some regions have indicated difficulty in filling Indigenous language Instructor positions.</b>	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	The Indigenous Language Instructor is an Elder and fluent Wilhideh speaker, but does not have any training in education. The 2020/21 school year, will be her second full year with KDS. To ensure lessons are successful and engaging for students, we have partnered her with a teacher to help provide support in curriculum delivery and classroom management. We recognize that our Elder holds valuable knowledge and we are fortunate to have created a collaborative teaching team to deliver the <i>Our Languages Curriculum</i> .
What plans do you have to recruit and train language teachers in the future?	We are continually seeking professional development opportunities (like ECE's In-services for Our Languages Curriculum and the University of Alberta's Canadian Indigenous Languages and Literacy Development Institute) to help further our Indigenous Language Instructor's understanding of teaching and learning.  KDS is also always bringing in new Community Resource People in hopes of recruiting new and long-term language teachers for the school.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	Our current Indigenous Language Instructor is an Elder, her health and safety is our utmost priority during the Covid-19 pandemic. At this time, she is working from home and we are using technology to access her incredible knowledge.

**C. Indigenous Education**

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

<b>Allocated</b> <i>(\$)</i>	<b>Budgeted</b> <i>(\$)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(\$)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>3<sup>rd</sup> Party Funding (\$)</b> & <b>Source</b> <i>(If applicable)</i>
\$30,300	\$30,300		31,403.79	KDS was able to run several different activities for our Afternoons-on-the-Land program.	\$3,000.00 from On-the-land Collaborative. This was a proposal from 2019-20 that was unused due to Covid-19. \$8,000.00 from Take a Kid Trapping Please note – 3 <sup>rd</sup> party funding is not included in this budget nor are the community resource people or resources for those programs.



### ***D. Building the School-Community Relationship***

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to build the school-community relationship in all schools, <b>including any specific information related to the COVID-19 pandemic.</b>	In the 2020/21 school year, KDS will create an Indigenous Language and Culture Education Committee that will meet quarterly. Membership will include the school principal, language and culture coordinator, language instructor and any school staff who wish to volunteer. This committee's goal will help ensure the school's Indigenous Language and Culture school improvement goal is being achieved, professional development is connecting to classroom instruction and whole school/community events are planned regularly.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with an ILE Committee	100%	0%	With the additional Covid-19 restrictions in place, it was difficult to add a navigate the changing meeting rules and add a new program.
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%	100%	Our language instructor is an Elder.
% of schools hosting community gatherings rooted in local cultures	100%	0%	Holding community gatherings rooted in local cultural was difficult due to Covid-19 restrictions. We were not allowed to hold

			large gatherings this past year.
Areas of Strength for the region	KDS traditionally hosts many community feasts and events throughout the school year. We look forward to returning to those events as restrictions ease.		
Areas for Development for the region	The majority of staff have completed the Kairos Blanket Exercise more than once. KDS is looking for additional learning in this area.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	We have a strong school tradition of community feasts which we plan to resume once public health measures are lifted.		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	Part-time and event specific	9 knowledge holders, some of whom are Elders, participated in event-specific capacities.	
Types of events/ projects involving cultural resource people per grade level	<b>JK-grade 12</b> <ul style="list-style-type: none"> <li>● Language Instruction</li> <li>● Classroom visits</li> <li>● Cultural expertise</li> <li>● Key Culture Experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Language Instruction happened as reported in Second Language Education section.</li> <li>● Weekly Classroom visits where Elder played games in Wiilhideh Yatıı.</li> <li>● Community resource people were hired monthly to share Cultural expertise</li> <li>● 5 Key Culture Experiences were coordinated to match the YKDFN seasonal calendar.</li> </ul>	

<p>Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	<ul style="list-style-type: none"> <li>● 3 Feasts/year</li> <li>● 1 Family Fun Nights/year</li> <li>● Inviting community to join 3 culture camps/year (e.g. duck plucking)</li> </ul>	<ul style="list-style-type: none"> <li>● 3 classroom Feasts were scheduled this school year. Unfortunately, they could not include family and community members due to Covid-19.</li> <li>● 1 Family Fun Nights/year – Community Outdoor Scavenger Hunt</li> <li>● KDS could not invite community to join culture camps this school year due to Covid-19.</li> </ul>	<p>The much of our community relationship building programs were postponed due to Covid-19.</p>
<p># of ILE Plan goals met, not yet met or still in progress</p>	<p>All performance indicators met</p>	<p>KDS met 75% of its ILE plan goals.</p>	<p>ILE committee still in progress.</p> <p>Feasts to resume post-pandemic.</p> <p>Could not schedule Wiilìdeh Yatı for grade 10-12.</p>
<p>Type of Indigenous content visible within school within school and % of school used to display content. (e.g. artifacts, Indigenous role models, Elders' wall, etc.)</p>	<ul style="list-style-type: none"> <li>● 100% of schools.</li> <li>● Welcome sign as you enter school.</li> <li>● Artifacts from local community people on display.</li> <li>● Posters include pictures of KDS students and local landscapes.</li> </ul>	<p>KDS displays a number of artifacts made by YKDFN artists. There are pictures of community members and students in several locations. When students, families, community members or visitors enter the school there is a welcome sign in Wiilìdeh Yatı with a picture of a school Elder.</p>	

**E. Strengthening Training for Northern Educators**

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	To seamlessly integrate language and culture into schools, classrooms and planning, it is necessary to have a deep understanding of the culture and history of our school’s community. The NDEA is committed to ensuring that KDS educators have access to professional development and cultural opportunities. This includes participating in a minimum of two Cultural Orientation days, professional readings, opportunities to attend related conferences, scheduled planning time to integrated language culture and opportunities to contribute to the school’s whole school language approach. Staff at KDS are also expected to attend Key Cultural Experiences with their classes. At this time, 82% of staff have completed the Residential School Awareness Training.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of staff will participate in a Residential School Awareness Training to be determined.	100% of staff did not participate in a Residential School Awareness Training to be determined.	Presenters could not enter school at the beginning of the year and this is topic deserves more than a video-conference.

% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	In addition to two days of Teacher Cultural Orientation Days, KDS has several strategies in place to strengthen KDS staff's understanding of YKDFN language and culture and Indigenous perspectives. Staff participate in weekly language lessons with their students. As well there is additional time in the schedule for playing games in Wiilideh Yatı. We also hire community experts to teach specific skills such as mitten making, discussing treaty rights and more.		
Areas for Development for the region	We often struggle to have book community experts to share information with our staff. Many do not feel comfortable speaking with groups of adults.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Our language instructor worked remotely at the start of the school year until we were certain there would not be an outbreak related to the start of the school year.		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	100% of staff will participate in Cultural Orientation Days. Activities may include: learning Wiilideh Yatı, YKDFN history and the Akaitcho Treaty history, culturally appropriate skills (beading, duck plucking, snaring, etc.).	Our staff participated in PD on Indigenizing Education, and Wiilideh Yatı lessons.	

Number of local resource people and type of involvement in Cultural Orientation activities.	4	1	We were hesitant to bring in community members at the beginning of the school year as noted above. However, our staff worked with numerous knowledge holders throughout the school year as part of our Language and Culture Program.
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## F. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region's approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)	KDS continues to use a Whole School Approach to Language Use. At the start of the year, KDS staff will work collaboratively to develop an action plan to increase the use of Wìlìdeh Yatì in our building. Teachers will participate in Wìlìdeh Yatì lessons with their students so that they may reinforce what is being learned in the classroom. A Wìlìdeh Yatì lesson will be included in all professional development days (optional for teacher based STIP days). Finally, we will continue with Wìlìdeh Phrase of the Week and ensuring that we include Wìlìdeh in our daily activities.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	75%	KDS planned four events: Thanksgiving Feast, Christmas Tree Event, Family Fun Night Scavenger Hunt, Caribou Stew Feast. The Christmas Tree Event had to be cancelled due to weather.
Areas of Strength for the region	This year Educational Assistants (alongside teachers) joined students in their language classes.		
Areas for Development for the region	We would like to find a way to encourage more students to interact in the language and to use it spontaneously.		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	
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<b>School Specific Performance Indicators</b>	<b>School Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
<p>Initiatives in place to promote a Whole School Approach to Language Use.</p>	<ul style="list-style-type: none"> <li>● Development of a collaborative ILE plan</li> <li>● Teachers to participate in Wiilideh Yatì with their students</li> <li>● Wiilideh Yatì lesson included for all PD days.</li> <li>● Phrase of the week for whole school</li> <li>● Translate KDS Mission and Vision Statement</li> </ul>	<ul style="list-style-type: none"> <li>● ILE plan was developed</li> <li>● Teachers participated in Wiilideh Yatì with their students</li> <li>● Wiilideh Yatì lesson was not included for all PD days.</li> <li>● Phrase of the week for whole school</li> <li>● KDS Mission and Vision Statement was not translated.</li> </ul>	<p>Some PD topics and presenters did not leave time for a language lesson.</p> <p>Goyatikò did not complete the translation work.</p>



## G. Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, <b>including any specific information related to the COVID-19 pandemic.</b> (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, spiral learning, relational and experiential learning. Dene Kede will remain the foundational planning document with additional support from the Our Languages Curriculum. KDS staff will continue to participate in Cultural Orientation Days, Key Cultural Experiences, additional professional development activities and have access to community cultural experts.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	Our “Afternoons on the Land” program provides students with regular opportunities for holistic and experiential learning experiences.		
Areas for Development for the region	We need to continue emphasizing Indigenous teaching and learning practices and providing teachers time to plan with these practices emphasized in their classrooms.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	While KDS has many books by Indigenous authors and/or with Indigenous content, they are spread throughout the school. With the creation of a small central library, KDS will be able to highlight these books more effectively. This will ensure students and teachers have easy access to use for teaching and learning.
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<b>School Specific Performance Indicators</b>	<b>School Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. <i>(e.g. holistic, relational, spiral and experiential)</i>	<ul style="list-style-type: none"> <li>● All teachers will participate in PD focused on Indigenous teaching and learning practices. Two days/year.</li> <li>● JK-grade 9 teachers will include a section in their long-range plans specifically for Dene Kede.</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers participated in PD focused on Indigenous teaching and learning practices. Two days/year.</li> <li>● JK-grade 9 teachers included a section in their long-range plans specifically for Dene Kede.</li> </ul>	
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	To be determined as the school develops it's ILC plan.	Each teacher planned grade-appropriate units emphasizing these practices.	

## H. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Providing students with a culturally relevant education remains a priority of the NDEA. KDS will continue to provide teachers with dedicated time throughout the school year to integrated Indigenous (specifically YKDFN focused) content into their long range, unit and lesson plans.</p> <p>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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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	Many teachers are now integrating Willı̄deh Yatı̄ paragraphs into all their students' projects.		
Areas for Development for the region	We need to encourage all teachers to incorporate the language into project-based learning and other assignments.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	<ul style="list-style-type: none"> <li>All teachers will participate in 0.5-day PD focused using Dene Kede with planning time.</li> <li>JK-grade 9 teachers will include a section in their long-range plans specifically for Dene Kede.</li> <li>All teachers will plan a unit that includes a minimum of one community expert.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers participated in 0.5-day PD focused using Dene Kede with planning time.</li> <li>JK-grade 9 teachers included a section in their long-range plans specifically for Dene Kede.</li> <li>All teachers planned a unit that includes a minimum of one community expert.</li> </ul>	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	100%	100%	
Type of <b>classroom-based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other	<ul style="list-style-type: none"> <li>Classroom teachers use Dene Kede when unit and lesson planning.</li> <li>When planning for learning, teachers start units based on an Indigenous idea, concept or theme; or they integrate Indigenous ideas, concepts or themes into their units and lessons.</li> <li>Teachers invite Community Experts when teaching cultural skills like mitten</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers used Dene Kede when unit and lesson planning.</li> <li>When planning for learning, teachers started units based on an Indigenous idea, concept or theme; or they integrated Indigenous ideas, concepts or themes</li> </ul>	

<p>resources as required.</p>	<p>making, plant harvesting, etc.</p> <ul style="list-style-type: none"><li>● When providing examples, teachers use place-based examples from the students lives.</li></ul>	<p>into their units and lessons.</p> <ul style="list-style-type: none"><li>● Teachers invited Community Experts when teaching cultural skills like mitten making, plant harvesting, etc.</li><li>● When providing examples, teachers used place-based examples from the students lives.</li></ul>	
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## I. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region's approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>KDS will continue to provide several Key Cultural Experiences throughout the 2020-21 school year as they are the cornerstone of our cultural programming. These experiences are coordinated and organized with YKDFN community members and cultural experts.</p> <p>In line with the recommendations made by the OCPHO, KDS will increase the time students spend on the land. The NDEA feels this is an excellent opportunity to grow our land-based programming and to make more classroom connections with land-based education. Grade one and nine will spend a half day per week in the developing KDS camp. The focus will be on developing students on-the-land skills and integrating Wiilìdeh Yatì. This is in addition to our regularly scheduled culture camps.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	Our students experienced numerous key cultural experiences throughout the year.		
Areas for Development for the region	To re-invigorate our multi-day camps once public health measures are lifted.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Our overnight trips this year were cancelled due to public health measures that made the delivery of these programs very challenging.		

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b> , by grade level, and % of Indigenous language included in experience.	<ul style="list-style-type: none"> <li>● Grade one to nine will spend one day on the land berry picking and plant harvesting with 10% Wìlìdeh Yatì use.</li> <li>● Grade one to nine will spend one day on the land learning how to fish with a net with 10% Wìlìdeh Yatì use.</li> <li>● Grade one to nine will spend two days on the land trapping and snaring with 10% Wìlìdeh Yatì use.</li> <li>● Grade one to nine will spend one day on the land learning to tap birch trees with 10% Wìlìdeh Yatì use.</li> <li>● Grade one to nine will spend a half day on the land plucking ducks with 10% Wìlìdeh Yatì use.</li> <li>● Please note Key Cultural Experiences depend on the availability of community cultural experts.</li> <li>● 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.</li> <li>● At this time, KDS is not prepared to offer overnight trips in light of the Covid-19 restrictions.</li> </ul>	<p>All Key Cultural Experiences included introductions in the language. In addition, this year some of our knowledge holders were willing to share their language with students in a “mini-lesson” format.</p> <p>Please note all targets were achieved with the exception of the duck camp. KDS was not able to secure ducks for plucking this year.</p>	<p>Our goal is to always use as much Wìlìdeh Yatì as possible when on the land, however, there is often a reluctance from our cultural experts to use language with students. Each camp started with all students introducing themselves and their families as an “icebreaker” to get everyone using the language.</p>
Type and frequency of relevant and	<ul style="list-style-type: none"> <li>● The activities listed in the section depend on the availability of community</li> </ul>	<ul style="list-style-type: none"> <li>● KDS expanded our ability to offer on-the-land programming. We</li> </ul>	<p>KDS was unable to secure ducks</p>

<p>authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.</p>	<p>cultural experts, resources and weather (we strive to do as much on the land as possible). As well, there is an aspect of spontaneity. For example, if a caribou is donated to the school, KDS takes full advantage of the opportunity to learn how to butcher the meat and make dry meat.</p> <ul style="list-style-type: none"> <li>● KDS is also growing our ability to offer on-the-land programming as we develop a camp on the school grounds.</li> <li>● JK-grade nine will experience cleaning and filleting fish with different levels of participation and 10% Wiilìdeh Yatì use.</li> <li>● JK-grade nine will experience skinning and tanning fur bearing animals with different levels of participation and 10% Wiilìdeh Yatì use.</li> <li>● JK-grade nine will experience handling duck meat with different levels of participation and 10% Wiilìdeh Yatì use.</li> </ul>	<p>built a camp on the school grounds.</p> <ul style="list-style-type: none"> <li>● JK-grade nine experienced cleaning and filleting fish with different levels of participation and 10% Wiilìdeh Yatì use.</li> <li>● JK-grade nine experienced skinning and tanning fur bearing animals with different levels of participation and 10% Wiilìdeh Yatì use.</li> <li>● JK-grade nine did not experience handling duck meat with different levels of participation and 10% Wiilìdeh Yatì use.</li> </ul>	<p>for plucking this year.</p>
<p>% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.</p>	<p>100%</p>	<p>100%</p>	



## J. Strengthening Indigenous Language Instruction

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency-based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, <b>including any specific information related to the COVID-19 pandemic.</b>	KDS will continue to use the <i>Our Languages</i> curriculum to provide language instruction. At this time, we have partnered an a fluent Wilhìdeh Yatì speaker with a teacher to provide classroom instruction.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(If applicable)</i>
% of schools offering core language programming using OLC	100%	100%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	KDS Indigenous Language Instructors will participate in all PD and in-servicing offered by ECE.  We will also seek out opportunities to strengthen Wilhìdeh Yatì skills, these are still	KDS Indigenous Language Instructors participated in all PD and in-service offered by ECE.  Our Elder and language instructor participated in a two-week YKDFN moose hide	

	being determined.	tanning camp which incorporate Wilhìdeh Yatù.	
Type of Indigenous language resources being developed to support OLC.	All suggested OLC phrases have been translated to Wilhìdeh Yatù  Teachers have access to new resources from ECE  Additional card games and activities are being developed.	All suggested OLC phrases have been translated to Wilhìdeh Yatù  Teachers have access to new resources from ECE.  Additional card games and activities were developed.	
Number of staff receiving training and support for development of Indigenous language resources.	2	2	
Areas of Strength for the region	KDS has been able to develop new games and resources every year.		
Areas for Development for the region	Next steps will include the creation of games with and without text as well as multi-leveled text.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

**K. Community Support**

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Ndilq	\$13,524	\$13,524		13,498.01	<ul style="list-style-type: none"> <li>• CTS course Fashion Dynamics (Mitten Project)</li> <li>• Afternoons -on-the-Land Program (Elders, community support, materials)</li> </ul>	Due to Covid-19, we could not run all the programs that we had planned.

# Appendix B: Operating Plan - Operating Budget

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**Department of Education, Culture & Employment  
District Approved 2020-2021 Budget**

**Ndilo District Education Authority  
Statement of Operations - (Schedule 1)  
Annual Budget - Consolidated**

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Projected Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contributions	2,721,000	2,414,646	2,555,000
Indigenous Languages Contributions			
French Language Contributions			
ECE Other Contributions		16,000	
<b>Sub-Total ECE</b>	<b>2,721,000</b>	<b>2,430,646</b>	<b>2,555,000</b>
GNWT Other Contributions	23,700		35,000
<b>Total GNWT</b>	<b>2,744,700</b>	<b>2,430,646</b>	<b>2,590,000</b>
<b>Federal Government Jordan's Principle</b>	<b>78,000</b>		
<b>Federal Government Other</b>			
<b>Property Tax Requisitioned</b>			
<b>Other Education Bodies</b>			
<b>Education Body Generated Funds</b>			
Rentals			
School Fees			
Investment Income	500		800
Donations	25,000		30,000
Other	7,000	100,000	34,300
<b>Total Generated Funds</b>	<b>32,500</b>	<b>100,000</b>	<b>65,100</b>
<b>TOTAL REVENUES</b>	<b>2,855,200</b>	<b>2,530,646</b>	<b>2,655,100</b>
<b><u>EXPENSES</u></b>			
Administration (see Schedule 2)	95,000	48,000	92,000
School Programs (see Schedule 2)	2,146,900	2,053,904	1,900,000
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	615,800	529,861	300,000
Indigenous Languages and Education (see Schedules 2 & 4)	272,700	217,931	240,000
Student/Staff Accomodations (see Schedule 2)	0		
Debt Service			
Other			
<b>Sub-Total Expenses Before Amortization</b>	<b>3,130,400</b>	<b>2,849,696</b>	<b>2,532,000</b>
Amortization (see Schedule 6)			
<b>TOTAL EXPENSES</b>	<b>3,130,400</b>	<b>2,849,696</b>	<b>2,532,000</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-275,200</b>	<b>-319,050</b>	<b>123,100</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN *</b>	<b>1,153,711</b>	<b>1,030,611</b>	<b>1,030,611</b>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE *</b>	<b>878,511</b>	<b>711,561</b>	<b>1,153,711</b>

\*Not required for YK1 and YCS - See Schedule 6

# District Approved 2020-2021 Budget

## Ndilo District Education Authority Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
<b>SALARIES</b>							
Teachers' Salaries		1,565,700					1,565,700
Regional Coordinators (RISC/RILE)				80,800	80,700		161,500
Program Support Teachers				141,100			141,100
Wellness Counsellors				0			0
Support Assistants				372,900			372,900
Indigenous Language Instruction					125,000		125,000
Cultural Resource Staff							0
Elders in Schools					5,500		5,500
Non Instructional Staff		108,000					108,000
Board/Trustee Honoraria	15,000						15,000
<b>EMPLOYEE BENEFITS</b>							
Employee Benefits/Allowances							0
Leave And Termination Benefits							0
<b>STAFF DEVELOPMENT (Including Travel)</b>							
							0
<b>SERVICES PURCHASED/CONTRACTED</b>							
Professional/Technical Services	75,000			15,000	18,000		108,000
Postage/Communication							0
Utilities							0
Heating							0
Electricity		3,000					3,000
Water/Sewage							0
Travel		20,000		2,000			22,000
Student Transportation (Busing)		100,000					100,000
Advertising/Printing/Publishing							0
Maintenance/Repair		50,000					50,000
Rentals/Leases		3,500					3,500
Other Contracted Services							0
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Assistive Technology							0
Materials	5,000	296,700		4,000	43,500		349,200
Freight							0
<b>DEBT EERVICE</b>							
							0
<b>OTHER</b>							
							0
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>	95,000	2,146,900	0	615,800	272,700	0	3,130,400
<b>AMORTIZATION</b>							
							0
<b>TOTAL</b>	<b>95,000</b>	<b>2,146,900</b>	<b>0</b>	<b>615,800</b>	<b>272,700</b>	<b>0</b>	<b>3,130,400</b>

**Department of Education, Culture & Employment  
District Approved 2020-2021 Budget**

**Ndilo District Education Authority  
Inclusive Schooling - (Schedule 3)  
Annual Budget**

	<b>General Inclusive Schooling</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b><u>SALARIES</u></b>			
Regional Coordinators	80,800		<b>80,800</b>
Program Support Teachers	141,100		<b>141,100</b>
Wellness Counsellors	0		<b>0</b>
Support Assistants	372,900		<b>372,900</b>
<b><u>EMPLOYEE BENEFITS</u></b>			
Employee Benefits/Allowances			<b>0</b>
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>			
	2,000		<b>2,000</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>			
Professional/Technical Services	15,000		<b>15,000</b>
Student Transportation (Busing)*			<b>0</b>
Other Contracted Services			<b>0</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>			
Assistive Technology	4,000		<b>4,000</b>
Materials			<b>0</b>
Freight			<b>0</b>
<b>TOTAL</b>	<b>615,800</b>	<b>0</b>	<b>615,800</b>

**Department of Education, Culture & Employment  
District Approved 2020-2021 Budget**

**Ndilo District Education Authority  
Indigenous Languages and Education - (Schedule 4)  
Annual Budget**

	<b>Indigenous Education</b>	<b>Our Languages Curriculum Resource Development (TLC's)</b>	<b>Community Support</b>	<b>Total</b>
<b><u>SALARIES</u></b>				
Regional ILE Coordinators	80,700			<b>80,700</b>
Indigenous Language Instruction	125,000			<b>125,000</b>
Cultural Resource Staff			0	<b>0</b>
Elders in Schools			5,500	<b>5,500</b>
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances				<b>0</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Services	18,000			<b>18,000</b>
Travel				<b>0</b>
Student Transportation (Busing)*				<b>0</b>
Advertising/Printing/Publishing				<b>0</b>
Rentals/Leases				<b>0</b>
Other Contracted Services				<b>0</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials	10,000	5,000	28,500	<b>#REF!</b>
Freight				<b>0</b>
<b>TOTAL</b>	<b>233,700</b>	<b>5,000</b>	<b>34,000</b>	<b>272,700</b>



**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>
<b>Administration Staff</b>	0.00
<b>Territorial Schools:</b>	
Teachers	10.65
Consultants	
Classroom Assistants	
Secretaries	
Custodians	1.00
School Community Counsellors	
<b>Other - Cook</b>	0.50
<b>Inclusive Schooling:</b>	
Regional Coordinator	0.50
Program Support Teachers	1.00
Wellness Counsellors	0.00
Support Assistants	5.00
<b>Other - Specify</b>	
<b>Indigenous Languages and Education:</b>	
Regional Coordinator	0.50
Indigenous Languages Instruction Staff	1.00
<b>Other - Specify</b>	
<b>Total Person Years</b>	<u><u>20.15</u></u>

## Appendix C: Annual Report - Audited Financial Statements

**K'alemi Dene School  
(Ndilo District Education Authority)**

**Financial Statements**

**June 30, 2021**

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Financial Statements**

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**June 30, 2021**

**Page**

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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 2020-21 school year.

The NDEA is an independent legal and accounting entity with an elected Education Authority as stipulated in Section 82 of the Education Act. The Education Authority has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters. Members serve a three-year term. The NDEA is responsible for one school, K’alemi Dene School (KDS). All members serve on the financial committee.

#### **Current NDEA Board Members:**

Sarah Erasmus	Chair Person
Lila Erasmus	Vice Chair Person
Cecilie Beaulieu	Trustee
Theresa Black	Trustee
Myra Conrad	Trustee
Nyra Mackenzie	Trustee
Vacant Position	Trustee

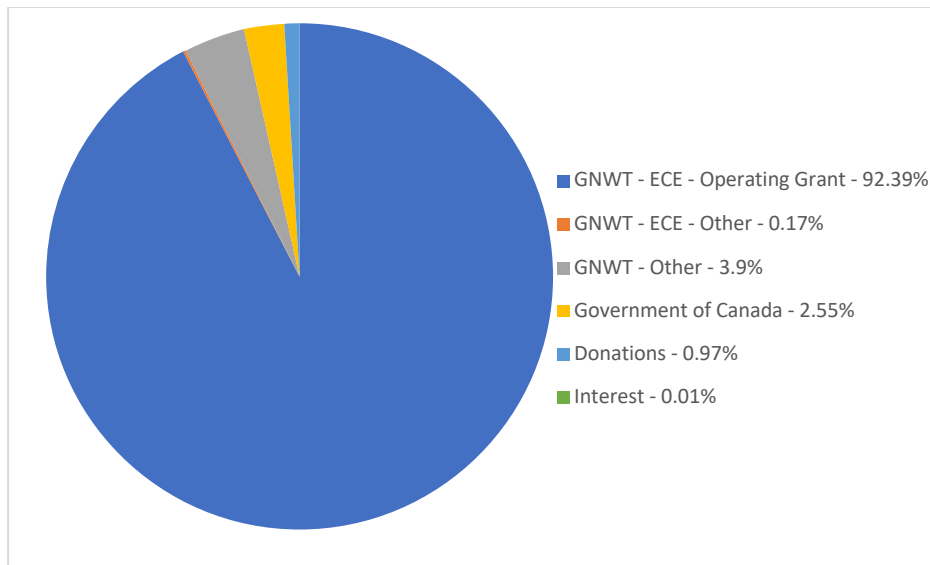
#### **Ndilo District Education Authority Administration:**

Ed Lippert	Former Superintendent of Yellowknife Education District No. 1
Cindi Vaselenak	Current Superintendent of Yellowknife Education District No. 1
Meagan Wowk	Principal of K’alemi Dene School

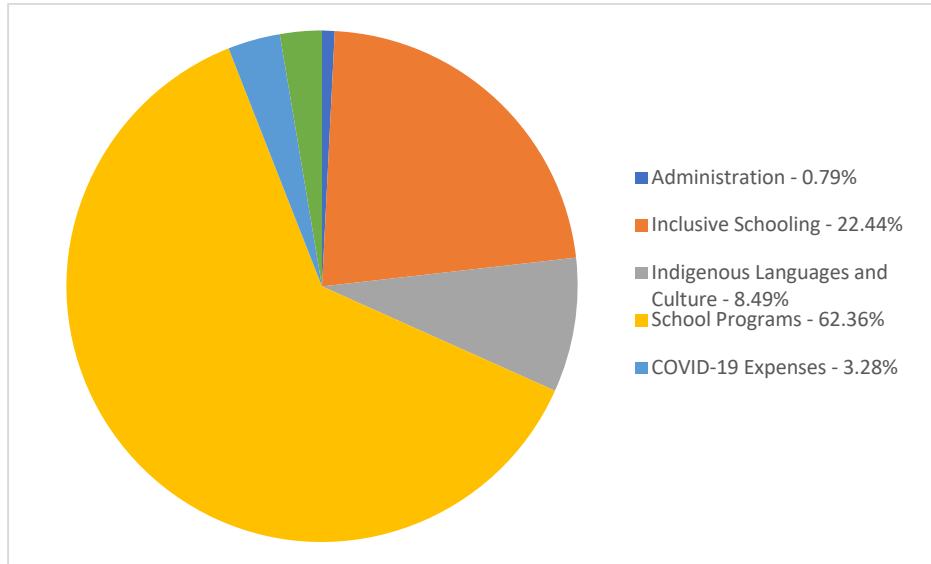
### Key Financial Highlights

- In 2020-21, KDS had an enrollment of 125 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 \$1,291,522. This increased from \$1,180,960 in 2020. 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.

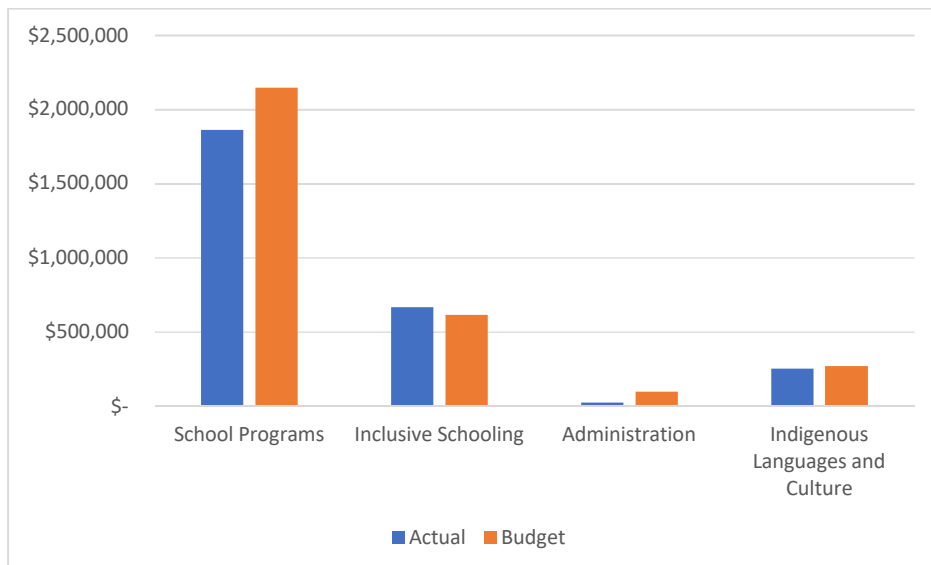
### Operating Revenue for the NDEA in 2021



**Expenses by program for the NDEA in 2021**



**Operating expenditure actuals compared to budget for NDEA in 2021**



### NDEA Enrolment (FTE) by school and by grade as of September 30, 2020

School	Grades														
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	HS
KDS	10	9	9	10	10	10	9	7	9	6	7	12	9	7	2
<b>Enrolment Total</b>	10	9	9	10	10	10	9	7	9	6	7	12	9	7	1

HS = Home School Students. There were two home school students in 2020-21. They count as 0.5 each.

During the 2020-21 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
<b>Total NDEA Staff</b>	<b>18.9</b>

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, Williideh 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). KDS plans several key cultural experiences for using the seasonal Yellowknives Dene First



Nation calendar. For example, students experienced berry picking in September and net fishing in January. Enhancing our language and culture program remains a priority to the NDEA and we continue to seek opportunities to expand our programming and capacity for delivering quality programming.

We provide an inclusive education environment that many families from Yellowknife seek out. We also ensure all of our families have access to transportation, a food program and integrated services in the school. It is the priority of the NDEA to maintain small classroom sizes. This ensures that classroom teachers have the time required to meet individual needs.

At this time, KDS has received additional funding to support an Alternative High School program for students who have not been successful in the traditional model. We feel it is important to meet these students needs by providing flexible scheduling and other supports to help them complete courses and provide supports for healthy living.

### **Weaknesses and Threats**

As identified by the Early Development Instrument (EDI) and Middle Development Instrument (MDI), many of our students enter school with vulnerabilities in their different areas of their development. Both the EDI and MDI are assessments mandated by ECE and administered in kindergarten, grade four and grade seven.

There are also a number of poverty, addictions and mental health issues facing our students and families. It is critical that interagency partnerships are established so that proactive supports can be put into place.

As well, the lack of gymnasium continues to threaten KDS programming and enrollment. The NDEA is grateful to YKDFN for the use of the Ndilq Community Gym. Unfortunately, this space is frequently used for meetings, funerals and other community events. The community gym is also small and not adequate for older students. This often hinders skill development because students do not have the space to run drills or multiple games. KDS often loses students to other Yellowknife schools due to inadequate gymnasium space.

Lack of classroom space continues to provide challenges to the types of programming we can offer and hinders opportunities for growth. To accommodate programming changes, the activity room and computer room have been converted to classrooms. We are often at loss for space for counselling and health services.

Fluctuating enrollment has the potential to threaten funding and the programs offered. When one or two families move away, students switch schools or a low birth year, these factors can dramatically affect enrollment, thus funding.

## **Financial Condition**

The Authority's financial assets increased from \$1,263,600 to \$1,370,790. A large portion of this increase relates to larger balance of cash at the end of the year. This year the net financial assets (financial assets less liabilities) were \$1,287,522 compared to \$1,177,871 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 increased from \$38,587 to \$41,205 due to increase in amounts owing on VISA at year-end.

The Yellowknife Education District No. 1 payable is zero in 2021, same as in 2020. In 2021, the June, July, and August wages were paid before year-end. As such, there is no outstanding payable balance.

In 2021, the NDEA received 93% of its funding from the GNWT. The core funding increased from \$2,569,751 to \$2,857,174 in the current year. The NDEA received funding from the Government of Canada from the Jordan's Principle program to subsidize the cost of transportation and non-instructional staff in 2021. Other revenue in the current year of funding mainly consists of donations for the food program in 2021.

## 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, 2021


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

  
\_\_\_\_\_  
Meagan Wowk

Principal

September 29, 2021

## Independent Auditors' Report

### To the Minister of Education, Culture and Employment Government of Northwest Territories and to the Members of K'alemi Dene School

#### *Report on the Financial Statements*

We have audited the accompanying financial statements of K'alemi Dene School (the "Education Authority") which comprise the statement of financial position as at June 30, 2021 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, 2021 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 Education Authority. Therefore, we were not able to determine whether any adjustments might be necessary to donations - general, operating surplus, cash flows from operations, financial assets and accumulated surplus for the year ended June 30, 2021. 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 qualified opinion.

#### **Other Information**

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the financial statements and our auditors' report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## **Independent Auditors' Report (continued)**

### *Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Education Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Education Authority's financial reporting process.

### *Auditors' Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Education Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

## Independent Auditors' Report (continued)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Education Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Education Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

### *Report on Compliance with Specified Authorities*

In conjunction with the audit of the financial statements, we have audited transactions of the Education Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Education Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Education Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

*Crowe MacKay LLP*

**Yellowknife, Northwest Territories  
September 29, 2021**

**Chartered Professional Accountants**

**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Statement of Financial Position**

**As at June 30,** **2021** **2020**

**Financial Assets**

Cash and cash equivalents (Note 5)	\$ 1,281,728	\$ 1,175,400
Portfolio investments (Note 8)	77,649	77,649
Due from the Government of Canada (Note 13)	11,413	10,076
Accounts receivable (Note 9)	-	475

**1,370,790** **1,263,600**

**Liabilities**

Accounts payable and accrued liabilities (Note 11)	41,205	38,587
Leave and termination benefits (Note 17)	42,063	47,142

**83,268** **85,729**

**Net Financial Assets** **1,287,522** **1,177,871**

**Non-Financial Assets**

Prepaid expenses (Note 20)	4,000	3,089
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**Accumulated Surplus (Note 34)** **\$ 1,291,522** **\$ 1,180,960**

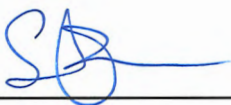
**Represented By:**

Operating Fund	\$ 1,261,325	\$ 1,150,763
High School Travel Fund	30,197	30,197

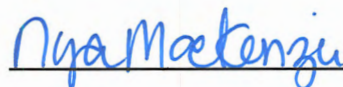
**\$ 1,291,522** **\$ 1,180,960**

**Contractual obligations and contingencies (Notes 22 and 23)**

**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,	2021	2021	2020
	Budget (unaudited)	Actual	Actual
<b>Revenue</b>			
<b>Government of the Northwest Territories (GNWT)</b>			
ECE regular contributions	\$2,721,000	\$2,857,174	\$2,569,751
ECE other contributions (Note 30)	-	91,760	5,345
<b>Total ECE</b>	<b>2,721,000</b>	<b>2,948,934</b>	<b>2,575,096</b>
<b>GNWT Other contributions</b> (Note 31)	<b>23,700</b>	<b>34,130</b>	<b>28,555</b>
<b>Government of Canada</b>			
Jordan's Principle (Schedule 5)	78,000	78,808	25,000
<b>Total Government of Canada</b>	<b>2,822,700</b>	<b>78,808</b>	<b>25,000</b>
<b>Education authority generated funds</b>			
Donations - general	32,000	30,141	56,195
Donations - High School Travel	-	-	38,325
Transfers from other education authorities	-	-	17,225
Investment income	500	442	767
	<b>2,855,200</b>	<b>3,092,455</b>	<b>2,741,163</b>
<b>Expenses (Schedule 1)</b>			
School programs	2,146,900	1,859,369	1,750,999
Inclusive schooling	615,800	669,092	442,477
Administration	95,000	23,648	39,052
Indigenous Language and Culture	272,700	253,110	252,979
COVID-19 Expenses	-	97,865	16,019
High School Travel	-	-	64,288
Jordan's Principle	-	78,809	25,000
	<b>3,130,400</b>	<b>2,981,893</b>	<b>2,590,814</b>
<b>Operating surplus before other items</b>	<b>(275,200)</b>	<b>110,562</b>	<b>150,349</b>
<b>Other items</b>			
Grant in-kind - GNWT assets provided at no cost (Note 21)	-	226,653	226,653
Rent expense - GNWT assets provided at no cost (Note 21)	-	(226,653)	(226,653)
	-	-	-
<b>Operating surplus</b>	<b>(275,200)</b>	<b>110,562</b>	<b>150,349</b>
<b>Opening accumulated surplus</b>	<b>1,180,960</b>	<b>1,180,960</b>	<b>1,030,611</b>
<b>Closing accumulated surplus</b>	<b>\$ 905,760</b>	<b>\$1,291,522</b>	<b>\$1,180,960</b>



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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Statement of Changes in Net Financial Assets**

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<b>For the year ended June 30,</b>	<b>2021</b>	<b>2020</b>
<b>Operating surplus</b>	<b>\$ 110,562</b>	<b>\$ 150,349</b>
<b>Change in prepaid expenses</b>	<b>(911)</b>	<b>687</b>
<b>Increase in net financial assets</b>	<b>109,651</b>	<b>151,036</b>
<b>Net financial assets, beginning of year</b>	<b>1,177,871</b>	<b>1,026,835</b>
<b>Net financial assets, end of year</b>	<b>\$ 1,287,522</b>	<b>\$ 1,177,871</b>

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Statement of Cash Flows**

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<b>For the year ended June 30,</b>	<b>2021</b>	<b>2020</b>
<b>Cash provided by:</b>		
<b>Operating Activities</b>		
Operating surplus	\$ 110,562	\$ 150,349
<b>Change in non-cash assets and liabilities</b>		
Decrease in accounts receivable	475	2,741
Decrease in deferred revenue	-	(114,215)
Decrease in accounts payable and accrued liabilities	2,619	(7,503)
Decrease in payroll liabilities	-	(445,389)
Decrease in leave and termination benefits	(5,079)	1,391
Increase in amounts due from Government of Canada	(1,338)	8,149
Decrease in prepaid expenses	(911)	687
	<b>(4,234)</b>	<b>(554,139)</b>
<b>Cash provided by (used in) operating transactions</b>	<b>106,328</b>	<b>(403,790)</b>
<b>Investing Activity</b>		
Re-invested interest	-	(767)
<b>Increase (decrease) in cash and cash equivalents</b>	<b>106,328</b>	<b>(404,557)</b>
<b>Cash and cash equivalents, beginning of year (Note 5)</b>	<b>1,175,400</b>	<b>1,579,957</b>
<b>Cash and cash equivalents, end of year (Note 5)</b>	<b>\$ 1,281,728</b>	<b>\$ 1,175,400</b>

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# K'alemi Dene School

## Schedule 1 Details of Expenses

For the year ended June 30,								2021	2021	2020
	School Programs	Inclusive Schooling (schedule 2)	Administration	Indigenous Language and Culture Program (schedule 3)	COVID-19 Expenses	Jordan's Principle (Schedule 5)	High School Travel	Total	Budget (unaudited)	Total
<b>Salaries</b>										
Teachers' salaries	\$ 1,233,186	\$ 538,363	\$ -	\$ 180,272	\$ 39,112	\$ -	\$ -	\$ 1,990,933	\$ 1,565,700	\$ 1,742,918
Instruction assistants	-	-	-	-	-	-	-	-	806,000	-
Non-Instructional staff	-	-	-	-	-	27,094	-	27,094	108,000	202,640
Board/Trustee honoraria	-	-	13,517	-	-	-	-	13,517	15,000	11,959
<b>Total Salaries</b>	<b>1,233,186</b>	<b>538,363</b>	<b>13,517</b>	<b>180,272</b>	<b>39,112</b>	<b>27,094</b>	<b>-</b>	<b>2,031,544</b>	<b>2,494,700</b>	<b>1,957,517</b>
<b>Employee Benefits</b>										
Employee benefits and allowances	211,333	108,843	-	25,698	3,684	2,577	-	352,135	-	325,135
Leave and termination benefits	(3,286)	(1,494)	-	(299)	-	-	-	(5,079)	-	1,391
<b>Total Employee Benefits</b>	<b>208,047</b>	<b>107,349</b>	<b>-</b>	<b>25,399</b>	<b>3,684</b>	<b>2,577</b>	<b>-</b>	<b>347,056</b>	<b>-</b>	<b>326,526</b>
<b>Services Purchased or Contracted</b>										
Bad debts expense (recovery)	475	-	-	-	-	-	-	475	-	-
Insurance and permits	5,745	-	-	-	-	-	-	5,745	-	5,829
Interest and bank charges	-	-	643	-	-	-	-	643	-	50
Maintenance and repairs	4,290	-	-	285	-	-	-	4,575	50,000	39,530
Postage/communication	33,343	-	-	-	2,190	-	-	35,533	-	13,834
Professional/technical services	80,294	22,995	-	30,619	-	-	-	133,908	108,000	98,270
Rentals/leases	-	-	-	-	-	-	-	-	3,500	26,206
Student transportation (busing)	34,007	97	-	-	-	48,375	-	82,479	100,000	62,773
Travel	12,884	-	-	97	-	-	-	12,981	22,000	49,392
Utilities	-	-	-	-	-	763	-	763	3,000	3,089
<b>Total Services Purchased or Contracted</b>	<b>171,038</b>	<b>23,092</b>	<b>643</b>	<b>31,001</b>	<b>2,190</b>	<b>49,138</b>	<b>-</b>	<b>277,102</b>	<b>286,500</b>	<b>-</b>
<b>Total Materials/Supplies/Freight</b>	<b>247,098</b>	<b>288</b>	<b>9,488</b>	<b>16,438</b>	<b>52,879</b>	<b>-</b>	<b>-</b>	<b>326,191</b>	<b>349,200</b>	<b>210,436</b>
<b>Total Expenses</b>	<b>\$ 1,859,369</b>	<b>\$ 669,092</b>	<b>\$ 23,648</b>	<b>\$ 253,110</b>	<b>\$ 97,865</b>	<b>\$ 78,809</b>	<b>\$ -</b>	<b>\$ 2,981,893</b>	<b>\$ 3,130,400</b>	<b>\$ 2,494,479</b>

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# K'alemi Dene School

## Schedule 2 Details of Inclusive Schooling Expenses

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For the year ended June 30,

2021

	General Inclusive Schooling	Total
<b>Salaries</b>		
Teachers' salaries	\$ 538,363	\$ 538,363
<b>Total Salaries</b>	<b>538,363</b>	<b>538,363</b>
<b>Employee Benefits</b>	<b>\$ 107,350</b>	<b>107,350</b>
<b>Services Purchased or Contracted</b>		
Professional/technical services	22,994	22,994
Student transportation (busing)	97	97
<b>Total Services Purchased or Contracted</b>	<b>23,091</b>	<b>23,091</b>
<b>Total Materials/Supplies/Freight</b>	<b>288</b>	<b>288</b>
<b>Total Expenses</b>	<b>\$ 669,092</b>	<b>\$ 669,092</b>

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**K'alemi Dene School****Schedule 3****Details of Indigenous Language and Culture Program Expenses**

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**For the year ended June 30, 2021**

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	Student Instruction
<b>Salaries</b>	
Teachers' salaries	\$ 180,272
Language consultants	-
Instruction assistants	-
	<b>180,272</b>
<b>Employee Benefits</b>	<b>25,399</b>
<b>Services Purchased/Contracted</b>	
Maintenance and repairs	285
Professional/technical services	30,619
Travel	97
	<b>31,001</b>
<b>Materials/Supplies/Freight</b>	<b>16,438</b>
<b>Total</b>	<b>\$ 253,110</b>

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**K'alemi Dene School****Schedule 4  
Indigenous Language and Education**

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**For the year ended June 30, 2021**

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	July 1, 2020 to March 31, 2021	April 1, 2021 to June 30, 2021	Total
<b>Revenue</b>			
GNWT Education, Culture and Employment	\$ 182,522	\$ 105,918	\$ 288,440
<b>Expenses</b>			
Salaries	100,822	110,067	210,889
Employee benefits	12,489	13,209	25,698
Services purchased/contracted	10,880	-	10,880
Materials/supplies/freight	2,060	3,880	5,940
	<b>126,251</b>	<b>127,156</b>	<b>253,407</b>
<b>Surplus</b>	<b>\$ 56,271</b>	<b>\$ (21,238)</b>	<b>\$ 35,033</b>

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**K'alemi Dene School****Schedule 5  
Jordan's Principle**

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	<b>June 30, 2021 Actual</b>	June 30, 2020 Actual	July 1, 2020 - March 31, 2021 Actual	April 1, 2021 - June 30, 2021 Actual
<b>Revenue</b>				
Government of Canada	\$ 78,808	\$ 25,000	\$ 55,166	\$ 23,642
Transferred from deferred revenue	-	114,215	-	-
Contribution repaid	-	(114,215)	-	-
<b>Total Revenue</b>	<b>78,808</b>	25,000	55,166	23,642
<b>Expenses</b>				
Personnel	29,671	-	21,221	8,450
Transportation	48,375	25,000	22,437	25,938
Materials and supplies	-	-	-	-
Rent and utilities	762	-	-	762
<b>Total Expenses</b>	<b>78,808</b>	25,000	43,658	35,150
<b>Surplus</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,508</b>	<b>\$ (11,508)</b>
<b>Deferred Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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**K'alemi Dene School****Schedule 6  
Student Success Initiative**

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**For the year ended June 30,**

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	<b>2021</b>	<b>2020</b>
<b>Revenue - Government of the NWT Education, Culture and Employment \$</b>	<b>15,000</b>	<b>\$ 15,000</b>
<b>Expenses</b>		
Salaries	350	-
Materials	29,154	-
	<b>29,504</b>	<b>-</b>
<b>Surplus (deficit)</b>	<b>\$ (14,504)</b>	<b>\$ 15,000</b>

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**1. Nature of Operations**

K'alemi Dene School (the "Education Authority") was established on June 25, 2013 under the *Education Act* of the Northwest Territories by order of the Minister of the Government of Northwest Territories (the "GNWT"). Its purpose is to administer and maintain the standards of educational programs in N'Dilo as defined under the Act. A full range of instructional programs ranging from kindergarten through grade 12 are offered by the Education Authority.

The Education Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the Education Act. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

The Education Authority is a public body performing a function of Government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing a function of Government in Canada is exempt from taxation.

**2. COVID-19**

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Education Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) having had a material impact on the Education Authority's operations .

To mitigate the risk of the virus spreading in the community, the school was required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Education Authority received \$89K additional funding from the Department of Education, Culture and Employment during the year, the purpose of which was to provide COVID-19 related cost offsets for the reopening of the school in the fiscal year. The unused portion will continue to be used in the subsequent periods to fund COVID-19 related expenses

**3. Significant Accounting Policies**

**(a) Basis of Accounting**

These financial statements have been prepared in accordance with Canadian public sector accounting standards as recommended by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada.

The financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**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 from 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.

**June 30, 2021**

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**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 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 (2020 - \$25,910).

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 (2020 - \$5,250).

**Deferred Revenue**

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenses are incurred.

**Investment Income**

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**3. Significant Accounting Policies (continued)**

**(f) Revenue Recognition (continued)**

**Special Purpose Funds**

School activity funds which are fully controlled by the Education Authority with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Education Authority are not included even if custody of the funds is held by the Education Authority. Examples of excluded funds might be student clubs or associations for which the Education Authority has no ongoing responsibility of liability for losses.

High School Travel Fund: This fund is set up for the delivery of student trips. It has been recognized as a special purpose fund.

**(g) Budget Data**

The *Education Act* of the Northwest Territories requires that Education Authorities prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees and the budget is legally adopted by a motion of the Board of in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the *Education Act*.

The annual budget includes estimates of revenues, expenses and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget may be amended within a given fiscal year in accordance with Education Authority policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the Minister approved budget for the school year.

**(h) Measurement Uncertainty**

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

**(i) Inventories Including Materials and Supplies**

Inventories of books, materials, supplies and other expendables purchased by the Education Authority are treated as expenses during the year of acquisition and are not recorded on the statement of financial position.

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**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.

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**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.

Jordan's Principle: pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at the Authority.

**(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, 2021.

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.

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**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 0.400% (2020 - 0.500%) per annum and matures on July 26, 2021.

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**9. Accounts Receivable**

	Accounts Receivable 2021	Allowance 2021	Net 2021	Net 2020
Due from GNWT	\$ 475	\$ (475)	\$ -	\$ 475

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**10. Inventories**

The Education Authority does not have inventories.

**11. Accounts Payable and Accrued Liabilities**

	2021	2020
Trade	\$ 41,205	\$ 38,587

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**12. Contribution Repayable**

The Education Authority does not have contribution repayable.

**13. Due from the Government of Canada**

	2021	2020
Goods and Services Tax receivable	\$ 11,413	\$ 10,076

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**14. Capital Lease Obligations**

The Education Authority does not have capital lease obligations.

**15. 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 \$183,838 for January 2021, and \$171,156 for January 2020. The maximum monthly contributions is \$3,245 for January 2021, and \$3,092 for January 2020.

NEBS is an employer owned program and as such the Education Authority will be liable for its portion of any shortfall. The Plan serves 3,534 Employee Members and 117 Employer Members (total active, disabled and on leave 2,035).

As of January 1, 2021, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$45,100,000 - funded ratio 118% (2020 - \$31,200,000 and 113%) on a going concern valuation basis. The Plan had a solvency ratio deficiency of \$164,720,000 and a solvency ratio of 66.0%. Solvency is calculated for the purposes of determining obligations only in the event of a plan wrap up. Any potential deficiency in termination payments is guaranteed to be paid over the next 10 years or less, depending on the position of the fund.

As of April 2004, the OSFI has exempted NEBS from compliance with the Pension Benefits Standards Act (PBSA). On April 2015, the Legislative Assembly passed The Northern Employee Benefits Act (Bill 12) which was enacted October 1, 2015. NEBS is now operating under Bill 12.

**16. 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, 2021**

**17. 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, 2021. 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, 2021 and the results extrapolated to June 30, 2021. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Education Authority.

	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>2021</b>	<b>2020</b>
<b>Changes in Obligation</b>				
Accrued benefit obligation, beginning of year	\$ 24,205	\$ 9,607	\$ 33,812	\$ 29,415
Current period benefit cost	3,667	1,047	4,714	4,362
Interest accrued	714	274	988	1,019
Benefits payments	(2,000)	(7,004)	(9,004)	(2,000)
Actuarial (gains)/losses	(2,000)	5,295	3,295	1,016
<b>Accrued benefit obligation, end of year</b>	<b>(24,586)</b>	<b>(9,219)</b>	<b>(33,805)</b>	<b>(33,812)</b>
<b>Unamortized net actuarial gain/(loss)</b>	<b>(11,629)</b>	<b>3,371</b>	<b>(8,265)</b>	<b>(13,330)</b>
<b>Accrued benefit liability</b>	<b>\$ (36,215)</b>	<b>\$ (5,848)</b>	<b>\$ (42,070)</b>	<b>\$ (47,142)</b>

**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

**June 30, 2021**

**18. Leave and termination benefits (continued)**

	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>2021</b>		<b>2020</b>	
<b>Benefit expenses</b>						
Current service cost	\$ 3,667	\$ 1,047	\$ 4,714	\$	\$ 4,362	
Interest costs	714	274	988		1,019	
Amortization of actuarial gains	(1,468)	(309)	(1,777)		(1,899)	
<b>Total expense</b>	<b>\$ 2,913</b>	<b>\$ 1,012</b>	<b>\$ 3,925</b>	<b>\$</b>	<b>\$ 3,482</b>	

The discount rate used in the 2021 fiscal year to determine the accrued benefit obligation was an average of 2.7% (2020 - 2.7%). The expected payments during the next five fiscal years are:

	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>Total</b>	
	\$	\$	\$	
2022	2,965	803	3,768	
2023	3,013	664	3,677	
2024	3,070	654	3,724	
2025	3,240	908	4,148	
2026+	14,570	3,617	18,187	
	<b>\$ 26,858</b>	<b>\$ 6,646</b>	<b>\$ 33,504</b>	

**18. Trust Assets Under Administration**

The Education Authority does not have trust assets under administration.

**19. Tangible Capital Assets**

The Education Authority does not have tangible capital assets.

**20. Prepaid Expenses**

	<b>2021</b>	<b>2020</b>
Vehicle licenses and insurance	<b>\$ 4,000</b>	<b>\$ 3,089</b>

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**21. GNWT Tangible Capital Assets Provided At No Cost**

	Cost	Accumulated Amortization	<b>2021 Net Book Value</b>	2020 Net Book Value
Buildings	\$ 9,066,125	\$ 2,379,857	<b>\$ 6,686,268</b>	\$ 6,912,921

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Rent expense of \$226,653 (2020 - \$226,653) equal to the current year amortization of the tangible capital assets was offset by a grant in-kind.

**22. Contractual Obligations**

The Education Authority has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2021

	Expires in Fiscal Year	2022
Contract for superintendent services	2022	\$ 30,000

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**23. Contingencies**

As of the audit report date, the Education Authority does not have contingencies.

**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

**June 30, 2021**

**24. 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.

			<b>2021</b>		2020
	Accounts receivable 2021	Allowance 2021	<b>Net 2021</b>		Net 2020
<b>Due from related parties</b>					
Government of the Northwest Territories					
Health and Social Services	\$ 475	(475)	\$ -	\$	475

		<b>2021</b>	2020
<b>Revenue from related parties</b>			
Government of the Northwest Territories			
Department of Education, Culture and Employment		\$ 2,946,634	\$ 2,586,711
Department of Environment and Natural Resources		8,000	11,200
Department of Municipal and Community Affairs		15,600	15,675
Department of Health and Social Services		-	1,600
<b>Total revenues from related parties</b>		<b>\$ 2,970,234</b>	<b>\$ 2,615,186</b>

		<b>2021</b>	2020
<b>Expenses paid to related parties</b>			
Government of the Northwest Territories		\$ -	\$ 891
Yellowknife Education District #1		2,198,899	2,163,353
Yellowknife Catholic Schools		-	140
<b>Total expenses to related parties</b>		<b>\$ 2,198,899</b>	<b>\$ 2,164,244</b>

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**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 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.

**26. 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.

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**27. Financial Instruments**

The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided by type of risk below. The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided below by type of risk below.

**a) Credit risk**

Credit risk is the risk of financial loss to the Education Authority if a debtor fails to make payments of interest and principal when due. The Education Authority is exposed to this risk relating to its cash and accounts receivable.

The Education Authority holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation.

The Education Authority's maximum exposure to credit risk is as follows:

	<b>2021</b>
Cash and cash equivalents	\$ 1,281,728
Portfolio investments	77,649
Due from Government of Canada	11,413
Accounts receivable	-
Maximum credit risk exposure	<u><u>\$ 1,370,790</u></u>

At March 31, 2021, 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, 2021 receivables from one (2020 - one) customers comprised 100% (2020 - 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.

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**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 \$83,268 (2020 - \$85,729). The Education Authority has a credit facility with a limit up to \$30,000.

The Education Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The table below shows when various financial assets and liabilities mature:

<b>Financial assets</b>	Up to 6 months
Cash and cash equivalents	\$ 1,281,728
Portfolio investments	77,649
Due from the government of Canada	11,413
Accounts receivable	-
<b>Total financial assets</b>	<b>\$ 1,370,790</b>
Total financial assets - prior year	\$ 1,263,600
<b>Financial liabilities</b>	Up to 6 months
Accounts payable and accrued liabilities	\$ 41,205
<b>Total financial liabilities</b>	<b>\$ 41,205</b>
Total financial liabilities - prior year	\$ 38,587
<b>Net total</b>	<b>\$ 1,329,585</b>
Net total - prior year	\$ 1,225,013

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.



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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**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 (2020 - \$77,649). These investments may be adversely affected by a change in the interest rates.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

**28. Expenses by Object**

	Budget 2021 (Unaudited)	<b>Actual 2021</b>	Actual 2020
Compensation	\$ 2,494,700	\$ 2,378,600	\$ 2,284,043
Materials and freight	349,200	326,191	210,436
Services purchased/contracted	286,500	277,102	-
	<b>\$ 3,130,400</b>	<b>\$ 2,981,893</b>	<b>\$ 2,494,479</b>

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**29. Comparative Figures**

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**30. ECE Other Contributions**

	<b>2021</b>	2020
<b>Government of the Northwest Territories, Department of Education, Culture and Employment</b>		
Self Regulation	\$ 2,300	\$ -
COVID-19 Support	89,460	-
Other	-	5,345
	<b>\$ 91,760</b>	<b>\$ 5,345</b>

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**31. GNWT Other Contributions**

	<b>2021</b>	2020
<b>Department of Municipal and Community Affairs</b>		
After School Activity Program	\$ 15,600	\$ 15,675
<b>Department of Environment and Natural Resources</b>		
Take a Kid Trapping Program	8,000	8,000
On the Land Program	-	3,200
<b>Department of Health and Social Services</b>		
Drop the Pop Program	2,930	1,680
<b>Department of Finance</b>		
Personal Computing and Internet Connectivity Devices Funding	7,600	-
	<b>\$ 34,130</b>	<b>\$ 28,555</b>

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**32. Contingent Assets**

The Education Authority does not have any contingent assets.

**33. Contractual Rights**

The Education Authority has entered into the following contracts that will become assets and revenues in future periods:

	<b>2022</b>	<b>Total</b>
Drop the Pop	\$ 9,546	\$ 9,546

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**K'alemi Dene School**  
**(Ndilo District Education Authority)**

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**34. Accumulated Surplus**

A statement of funds and surplus have been prepared as follows:

**Details of Funds**

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<b>For the year ended June 30,</b>	<b>2021</b>	<b>2020</b>
<b>OPERATING FUND</b>		
Balance, beginning of year	\$ 1,150,763	\$ 1,030,611
Operating surplus	110,562	176,312
Transfer to High School Travel Fund	-	(56,160)
<b>Balance, end of year</b>	<b>\$ 1,261,325</b>	<b>\$ 1,150,763</b>
<b>HIGH SCHOOL TRAVEL FUND</b>		
Balance, beginning of year	\$ 30,197	\$ -
Operating deficit		(25,963)
Transfer from Operating Fund		56,160
<b>Balance, end of year</b>	<b>\$ 30,197</b>	<b>\$ 30,197</b>

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**K'alemi Dene School****Schedule 5  
Jordan's Principle**

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	<b>June 30, 2021 Actual</b>	June 30, 2020 Actual	July 1, 2020 - March 31, 2021 Actual	April 1, 2021 - June 30, 2021 Actual
<b>Revenue</b>				
Government of Canada	\$ 78,808	\$ 25,000	\$ 55,166	\$ 23,642
Transferred from deferred revenue	-	114,215	-	-
Contribution repaid	-	(114,215)	-	-
<b>Total Revenue</b>	<b>78,808</b>	25,000	55,166	23,642
<b>Expenses</b>				
Personnel	29,671	-	21,221	8,450
Transportation	48,375	25,000	22,437	25,938
Materials and supplies	-	-	-	-
Rent and utilities	762	-	-	762
<b>Total Expenses</b>	<b>78,808</b>	25,000	43,658	35,150
<b>Surplus</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,508</b>	<b>\$ (11,508)</b>
<b>Deferred Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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**K'alemi Dene School****Schedule 6  
Student Success Initiative**

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**For the year ended June 30,**

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	<b>2021</b>	<b>2020</b>
<b>Revenue - Government of the NWT Education, Culture and Employment \$</b>	<b>15,000</b>	<b>\$ 15,000</b>
<b>Expenses</b>		
Salaries	350	-
Materials	29,154	-
	<b>29,504</b>	<b>-</b>
<b>Surplus (deficit)</b>	<b>\$ (14,504)</b>	<b>\$ 15,000</b>

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## Approvals

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### *Operating Plan*



Education Body Chair



Superintendent

Oct 22, 2020

Date

October 23, 2020

Date

### *Annual Report*



Education Body Chair



Superintendent

Oct 1, 2020

Date

Oct 12, 2021

Date

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Education Accountability Framework

# Sahtú Divisional Education Council

Operating Plan / Annual Report

For the 2020-21 School Year

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Cadre de responsabilisation en éducation

# Conseil scolaire de division du Sahtu

Plan de fonctionnement et rapport annuel

Année scolaire 2020-2021

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## Plan de fonctionnement – Sommaire

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Le plan de fonctionnement du Conseil scolaire de division du Sahtú pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Sahtú pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Depuis 1988, c'est le Conseil scolaire de division du Sahtú qui est responsable de la prestation de tous les programmes de maternelle à 12<sup>e</sup> année dans les cinq collectivités de la région du Sahtú. Depuis 1998, elles toutes ces collectivités ont des classes de 10<sup>e</sup> à 12<sup>e</sup> année.

Le Conseil scolaire de division du Sahtú a identifié les priorités suivantes pour l'année scolaire 2020-2021 en appliquant le processus de planification stratégique :

**Défendre les intérêts des élèves et leur offrir du soutien pour favoriser la réussite scolaire.** On s'efforcera de garantir un accès équitable à l'apprentissage pour tous les élèves. Par l'intermédiaire de l'administration scolaire de district, du conseil scolaire de division, du gouvernement des Territoires du Nord-Ouest et d'autres instances politiques, le Conseil scolaire travaillera à renforcer l'accès équitable à l'éducation pour tous les élèves du Sahtú, qui passera notamment par l'accès à la technologie (disponibilité des appareils, augmentation de la capacité de la bande passante et accès à Internet). Les écoles célébreront également la réussite des élèves tout au long de l'année. Les aspects physiques, émotionnels, spirituels et intellectuels de chaque élève seront reconnus et valorisés. Le Conseil scolaire de division du Sahtú a remarqué qu'avec l'apprentissage à la maison obligatoire au printemps 2020, l'accès des élèves à la technologie (bande passante, Internet à domicile, manque d'appareils individuels) est un réel obstacle dans la région. On travaillera activement à augmenter la disponibilité des ressources technologiques pour les élèves du Sahtú, car elles favorisent grandement l'accès à l'apprentissage et la réussite scolaire.

**Devenir une personne compétente aux TNO.** Le Conseil scolaire apportera son soutien aux écoles pour favoriser le bien-être physique, émotionnel, spirituel et intellectuel des élèves du Sahtú. Le bien-être des élèves sera assuré par un équilibre entre le soutien scolaire et un solide

programme dans la nature. La langue, la culture et les traditions autochtones seront au cœur des cinq écoles du Sahtú grâce à la mise en œuvre d'une approche scolaire globale. En plus de mettre l'accent sur le bien-être et l'identité, les écoles formeront les élèves à l'intégration des compétences, des attitudes et des capacités qui leur permettront de saisir pleinement la chance de faire des études postsecondaires et de travailler après la 12<sup>e</sup> année.

**Une langue, une culture et une identité plus fortes.** Les écoles offriront des activités sur les terres ancestrales permettant aux élèves d'acquérir des compétences traditionnelles, de tisser des liens avec les aînés et les détenteurs du savoir traditionnel autochtone, et de faire l'expérience des camps culturels. Les écoles se concentreront davantage sur le perfectionnement de l'esclave du Nord comme langue, au moyen de diverses activités. Deux des cinq écoles du Sahtú, et possiblement une troisième, proposeront un programme d'immersion linguistique en prématernelle et maternelle. Afin de consolider l'autochtonisation de l'enseignement dans les écoles, une approche scolaire globale faisant participer tous les employés sera mise de l'avant.

**Faire la promotion d'un environnement d'apprentissage et de travail qui favorise les comportements respectueux et responsables.** Nous voulons qu'il y ait un accès équitable à l'apprentissage et une variété de choix de programmes dans les petites écoles. Le Conseil scolaire de division du Sahtú cherchera à promouvoir l'amélioration des installations et des cours d'école, l'élargissement de l'offre de programmes d'apprentissage à distance du Nord ainsi que la sécurité des employés (enseignants, secrétaire d'école, personnel de soutien, concierges). Une communication ouverte entre l'école et la communauté est un élément déterminant de la réussite des élèves. Les écoles du Sahtú aimeraient mobiliser davantage les parents pour accroître l'assiduité des élèves et favoriser la réussite scolaire. La rétroaction des parents et de la communauté sera sollicitée dans le but d'apporter des changements et de connaître des succès communs, continuellement reconnus et célébrés.

Les plans de réouverture des écoles du Sahtú ont été finalisés et approuvés par le Bureau de l'administrateur en chef de la santé publique. Nous espérons le moins de perturbations possible au cours de l'année scolaire. Les écoles du Sahtú et le Conseil scolaire de division du Sahtú commenceront à planifier les mesures à prendre dans le cas d'une vague de contamination qui entraînerait la fermeture d'écoles en 2020-2021. Si des fermetures se produisent bel et bien, les priorités définies dans ce plan de fonctionnement seront modifiées pour tenir compte de nos capacités et de notre accès.

## Rapport annuel 2020-2021 du Conseil scolaire de division du Sahtú

## Rapport annuel – Sommaire

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Le rapport annuel du Conseil scolaire de division du Sahtú (CSDS) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (**incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19**) :

Malgré les perturbations causées par la pandémie, le CSDS a tenté de poursuivre de son mieux la réalisation de ses priorités.

- **Défendre les intérêts des élèves et leur offrir du soutien pour favoriser la réussite scolaire.** Malgré les perturbations de l'apprentissage pendant l'année scolaire 2020-2021, le pourcentage d'élèves de la 1<sup>re</sup> à la 9<sup>e</sup> année dont les capacités de lecture respectent ou dépassent les exigences de leur niveau a augmenté (méthode d'évaluation Fountas et Pinnell). Pendant l'année, nous avons continué d'enrichir nos programmes d'enseignement des mathématiques; à cette fin, nous avons employé la planification de leçon ciblée, l'évaluation des compétences des élèves dans le domaine, et le perfectionnement professionnel des enseignants. En 2020-2021, nous avons pu profiter du financement associé au principe de Jordan pour engager un spécialiste de l'alphabétisation et de l'enseignement des mathématiques dans nos cinq écoles. Celui-ci a aidé les titulaires de classes en travaillant avec de petits groupes et en évaluant les données sur les élèves. Pendant l'année, nous avons continué de promouvoir le renforcement de l'accès équitable aux outils techniques pour tous les élèves de la région (accès à Internet à l'école et à la maison, équipement nécessaire mis à la disposition des élèves, élargissement de la bande passante).
- **Devenir une personne compétente aux TNO.** La pandémie nous a rappelé que les écoles doivent se concentrer sur la formation de Ténos autonomes et polyvalents, autant à l'intérieur qu'à l'extérieur de la classe. Ainsi, pendant toute l'année, les écoles se sont préoccupées de renforcer le bien-être physique, affectif, spirituel et intellectuel des élèves du Sahtú. Pour cela, nous avons employé un mélange équilibré entre le soutien à l'école et un programme étoffé d'activités sur les terres ancestrales. Pendant la mise en œuvre de l'approche d'apprentissage global, les cinq écoles du Sahtú ont insisté particulièrement sur les langues, la culture et les traditions autochtones. **Malgré le fait qu'on se soit concentré sur cet apprentissage à l'échelle de toute l'école, notre action a été entravée par les restrictions sanitaires et sécuritaires liées à la pandémie. Les aînés et les gardiens de la sagesse ne pouvaient visiter les classes; plusieurs occasions d'apprentissage furent ainsi perdues.** En plus d'insister sur le bien-être et l'identité, les écoles permettront aux élèves de développer des compétences, des attitudes et des capacités intégrées pour qu'ils puissent mieux profiter des occasions de poursuivre des études postsecondaires ou de décrocher un emploi après la 12<sup>e</sup> année.

- **Renforcer la culture, la langue et l'identité.** En réponse aux restrictions socio-sanitaires liées à la pandémie, les écoles ont essayé de transporter l'apprentissage à l'extérieur autant que possible. Les établissements ont créé de riches occasions, tels des camps culturels sur les terres ancestrales, pour que les élèves acquièrent des compétences traditionnelles et tissent des liens avec les aînés et les spécialistes de la tradition. Les écoles leur ont aussi fourni diverses occasions de renforcer leurs compétences en esclave du Nord (*Dene Kede*). Deux des cinq écoles du Sahtú ont offert des programmes d'immersion linguistique à la prématernelle et à la maternelle. Nous avons appliqué à l'échelle de l'école l'approche d'apprentissage des langues, de la culture et des traditions autochtones de façon à renforcer leur compréhension par les élèves, le personnel et les familles.
- **Faire la promotion d'un environnement d'apprentissage et de travail qui favorise les comportements respectueux et responsables.** Pendant l'année concernée, nous avons promu l'accès équitable à l'apprentissage et la diversification du choix de programmes dans les petites écoles. La démarche impliquait d'améliorer les installations scolaires et les terrains où elles siègent, ainsi que d'augmenter le nombre d'écoles qui profitent de l'apprentissage à distance du Nord et de cours disponibles par ce canal. La communication ouverte entre l'école et la communauté est un élément déterminant dans la réussite des élèves. **La pandémie nous a obligés à remettre ou annuler plusieurs activités scolaires ou communautaires normalement programmées. On a limité les rencontres en personne avec les parents; on se limite la plupart du temps à des séances virtuelles ou à des téléconférences. Dans l'ensemble, les familles de nos communautés ont trouvé l'expérience difficile. Nous espérons que dans la prochaine année, les restrictions sanitaires et sécuritaires liées à la pandémie seront allégées afin que les parents, les familles, les aînés et les autres membres des collectivités puissent accéder aux écoles de façon régulière.**

Rendons hommage aux personnes qui ont excellé dans la région :

- Diplômés du Sahtú – 29 élèves ont été diplômés dans les cinq écoles du Sahtú en 2021.
- Edith Mackienzo – Prix Liz Hansen pour l'éducatrice autochtone de l'AETNO
- Dre Renée Closs – Prix pour services exceptionnels 2020 de l'Association des surintendants des TNO et prix EXL 2020 de la Canadian Association of School Superintendents
- Mary Albertine Ayha – Elle a pris sa retraite après 29 ans au service du CSDS.

Même si les données montrent le progrès de notre clientèle en littératie et en numératie, elles révèlent aussi une hausse du nombre d'élèves qui entrent dans notre système d'éducation en présentant des besoins complexes et en situation de vulnérabilité. Les responsables de nos écoles ont demandé et reçu du financement supplémentaire à hauteur de 4,7 millions de dollars au titre du principe de Jordan pour la période 2019-2021, et l'attribution de plus de 3,3 millions de dollars de financement a déjà été approuvée pour 2021-2022. Grâce à cet argent, les écoles ont notamment pu : engager des aides-enseignants et les faire travailler en leçons particulières avec des élèves aux besoins complexes, obtenir de l'aide supplémentaire en orthophonie, ainsi qu'acheter du matériel et d'autres ressources supplémentaires.

## Operating Plan - Executive Summary

The Sahtú Divisional Education Council's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the 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 **including any specific information related to the COVID-19 pandemic:**

The Sahtú Divisional Education Council is the Education Authority that has, since 1988, been responsible for the delivery of all JK- 12 programs in the five communities of the Sahtú region. Since 1998, grades 10 -12 have been introduced in all Sahtú communities.

For the 2020-2021 school year, the Sahtu Divisional Education Council has identified the following priorities through the Strategic Planning process:

**Increasing Academic Achievement through Advocacy and Support.** The Education Authority will strive to ensure equitable access to learning for all students. The Education Authority will advocate through the DEA, DEC, the GNWT, and other political arenas to strengthen equitable access to education for all Sahtú students, including the use of technology (availability of devices, an increase in bandwidth, and access to the Internet). Schools will also celebrate student success throughout the year. Physical, emotional, spiritual, and intellectual aspects of the whole student will be recognized and celebrated. The Sahtú DEC recognized through the forced at-home learning during the Spring 2020, that access to technology, including bandwidth, in-home internet, and the lack of individual devices, are barriers for the students in the region. The Education Authority will strongly advocate for strengthening the technological resources available to Sahtú students as we recognize technology as a way to increase access to learning and achievement in schools.

**Becoming a Capable Person in the NWT.** The Education Authority will support schools in strengthening Sahtú students in the areas of physical, emotional, spiritual, and intellectual wellness. Student wellness will be supported through a balance between in-school support and a strong on-the-land program. Indigenous language, culture and traditions will be a focal point in all five Sahtú schools through the implementation of the Whole School Approach. In addition to a focus on wellness and identity, schools will prepare students with integrated skills, attitudes and capabilities to better mark use of postsecondary and work opportunities after Grade 12.

**Strengthening Language, Culture & Identity.** Schools within the Education Authority will provide rich on-the-land opportunities to develop traditional skills, building relationships with Elders and Traditional Experts, and experience life in a cultural camp. Schools will strengthen the focus on North Slavey language development through various opportunities. Two of the five Sahtú schools, with the potential of a third, will offer a Junior Kindergarten / Kindergarten language immersion

program. To strengthen the Indigenization of education in schools, a whole school approach will be implemented and in which all staff will be expected to participate.

**Promoting a Respectful & Responsible Learning & Working Environment.** The Education Authority will advocate for equitable access to learning and diverse choices in programming in small schools. The Sahtú DEC would be looking to advocate for improvements to school facilities and grounds, an increase in the availability of Northern Distance Learning programs, the security of staffing (including teachers, a school secretary, support staff and school custodians). An open channel between the school and community is a key proponent to student success. Sahtú schools will look to strengthen parental engagement to improve student attendance and to support and improve academic achievement. Parental and community feedback will be sought in an effort to bring about changes and joint successes, which are constantly identified and celebrated.

The Return to School Plans for each Sahtú school have been finalized and approved by the Office of the Chief Public Health Officer. We are hoping for as little disruption as possible during the course of the school year. Sahtú schools and the Sahtú DEC will begin planning in case of an outbreak that may lead to school closures in 2020-2021. If school closures do occur, the priorities laid out in this Operating Plan will need to be modified to reflect our ability and access.



## Annual Report - Executive Summary

The Sahtú Divisional Education Council's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year **including any specific information related to the COVID-19 pandemic:**

Despite the disruption the pandemic caused, the Sahtú DEC did their best to stay the course with our main priorities.

- **Increasing Academic Achievement through Advocacy and Support** - despite the disruption in learning during the 2019-2020 school year, we saw improvement in the percentage of students reading at or above their grade level using the Fountas & Pinnell reading assessments in Grades 1 to 9. During the year, we continued to enrich our K – 9 Numeracy programs through the use of targeted lesson planning, student math assessments, and significant teacher professional development. During the 2020-2021 school year, we were fortunate to have accessed funding through Jordan's Principle to hire a Numeracy / Literacy Interventionist in the five (5) schools. The Interventionist supported classroom teachers working with small groups and assessing student data. Throughout the year, we continued to advocate for strengthening equitable access to technology for students in the region. Access to technology includes internet access both in the school and home, greater availability of devices, and an increase in bandwidth capabilities.
- **Becoming a Capable Person in the NWT** – the pandemic brought to the surface a renewed recognition that schools need to focus on building resilient, capable Northerners – both in the classroom and out of the classroom. Therefore, throughout the year, schools focused on strengthening Sahtú students in the areas of physical, emotional, spiritual, and intellectual wellness. Student wellness was supported through a balance between in-school support and a strong on-the-land program. Indigenous language, culture and traditions were focal points in all five Sahtú schools through the implementation of the Whole School Approach. **Although great emphasis was placed on a whole school approach to Indigenous language, culture and tradition, we experienced significant limitations due to pandemic health and safety restrictions. Elders and Wisdom Keepers were not permitted to visit classrooms and therefore many learning opportunities were missed.** In addition to a focus on wellness and identity, schools will

prepare students with integrated skills, attitudes and capabilities to better mark use of postsecondary and work opportunities after Grade 12.

- **Strengthening Language, Culture & Identity** - due to the pandemic health and safety restrictions, schools tried to take learning outdoors as much as possible. Schools provided rich on-the-land opportunities to develop traditional skills, building relationships with Elders and Traditional Experts, and experience life in a cultural camp. Schools provided opportunities to strengthen the focus on North Slavey (Dene Kede) language development through various opportunities. Two of the five Sahtú schools offered Junior Kindergarten / Kindergarten language immersion programs. A whole-school approach to Indigenous language, culture and traditions was used to strengthen the understanding for students, staff, and families.
- **Promoting a Respectful & Responsible Learning & Working Environment** - we advocated for equitable access to learning and diverse choices in programming in small schools. This included improvements to school facilities and grounds and increasing the number of schools and course availability for Northern Distance Learning (NDL). An open channel between the school and community is a key proponent to student success. Many school-based and community-based activities that would, under normal circumstances, would have been scheduled needed to be postponed or cancelled due to the pandemic. In-person parent engagement sessions are significantly limited and are mostly held virtually or through a conference call. Overall, this was not a positive experience for families in our communities. We hope that moving into the next school year, pandemic health and safety restrictions can be significantly eased for parents, families, Elders and community members to access the school on a regular basis.

In celebration of excellence across the region:

- Sahtú Graduates - 29 students graduated from 5 Sahtú schools in 2021.
- Edith Mackienzo - NWTTA Liz Hansen Indigenous Educator Award
- Dr. Renee Closs - NWT Superintendents Association 2020 Distinguished Service Award and the 2020 Canadian Association of School Superintendents EXL Award
- Mary Albertine Ayha – retirement after 29 years of service with the Sahtú DEC

Although we have seen an increase in our student literacy and numeracy data, we are also seeing an increase of students with complex needs and vulnerabilities entering our education system. Our schools have been proactive in applying for, and receiving, over \$4.7 million in supplemental funding through Jordan's Principle in the period 2019-2021, with over \$3.3 million approved for 2021-2022 . Through this funding, schools have been able to access additional Support Assistants to work one-on-one with students with complex needs, access additional support for speech and language therapy, and to purchase additional resources and materials, to name a few.



# 1. Administration and School Services

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Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

## ***A. Governance of Education Bodies***

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The Sahtú Divisional Education Council (SDEC) is a corporate body and an agency of the government of the Northwest Territories. It was created under the authority of the NWT Education Act and has a mandate to provide Junior Kindergarten to grade 12 education for all children in the Sahtú communities of Colville Lake, Fort Good Hope, Norman Wells, Tulita and Deline. In each of these communities, a District Education Authority (DEA) is elected every three years during the month of October. The most recent elections were held in October 2018 and the term for the current DEAs will run till October 2021.

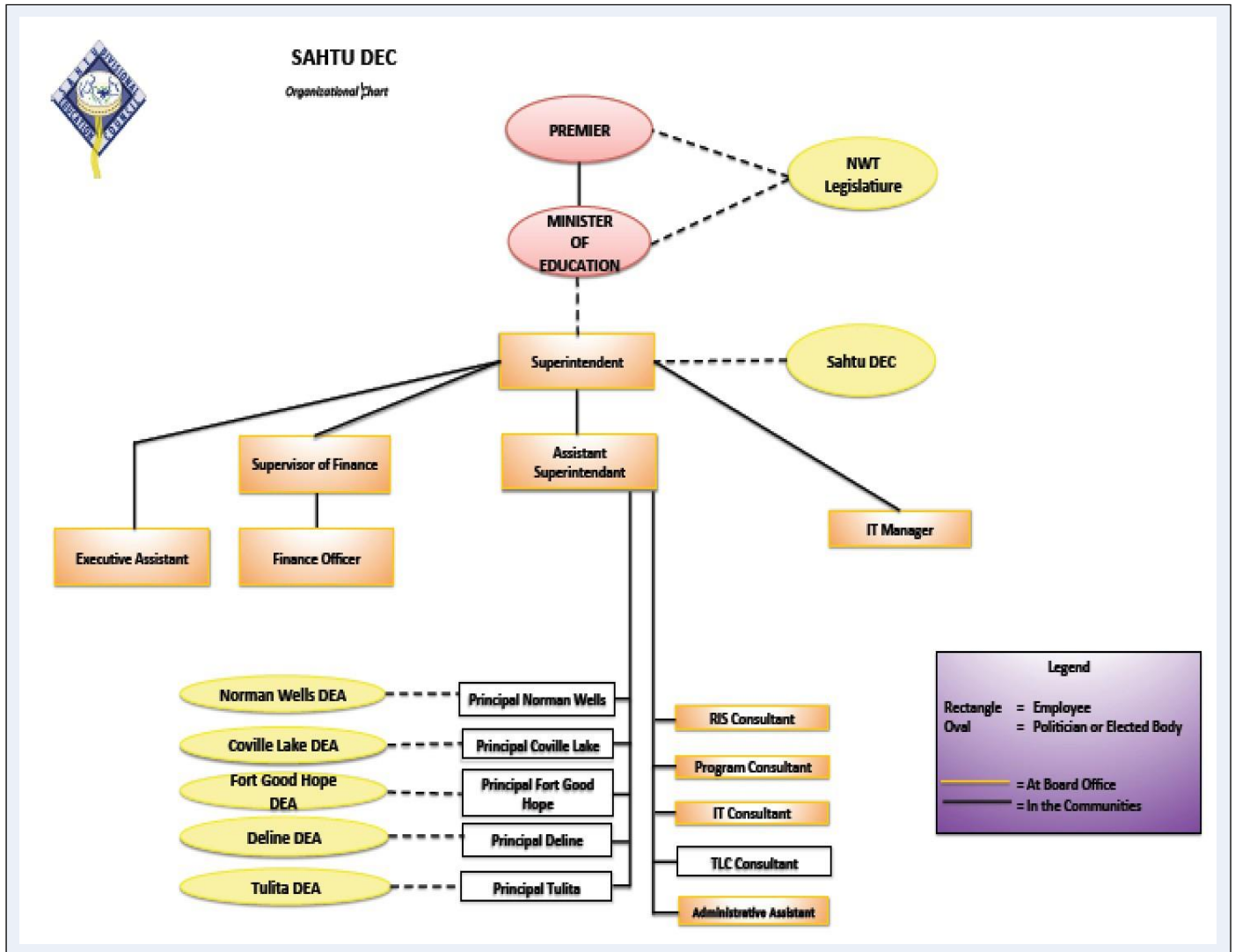
Each DEA selects a trustee representative to the Sahtú regional education body, the SDEC. At their first meeting in December of the election year, the SDEC selects a chair. At all subsequent meetings of that DEC, the Chair's community sends a second trustee as the Chair doesn't usually vote and takes a more regional view on most questions.

The SDEC hires a superintendent who in turn, hires all of the professional staff at the board office and, indirectly, in the schools of each community. The DEC meets four times a year and provides educational governance by way of motions and policy creation.

Currently, the Sahtú District Education Council membership is: Karea Peachey (Norman Wells) - Chair; Jennifer Waterhouse (Norman Wells) - Member; Heather Bourassa (Fort Good Hope) - Alternate Chair / Member; Isabel Orlias (Colville Lake) - Member; David Little (Deline) - Member; and Sally Ann Horassi (Tulita) - Member.

### B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



### C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Governance & Policy Development	ECE	DEC	November 2020	No	Members did not express interest
Policies and Practices	Alberta School Councils' Association	DEC	January 2021	No	The conference was held virtually and DEC members did not express interest in attending

### D. Education Body Meetings

According to section 109 of the *Education Act*, "Divisional Education Council shall meet at least three times a year and at any other times that it may decide". The following table details the schedule of Education Body meetings is planned for the upcoming school year:

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Aug 20, 2020 (full day)	Video Conference	Yes	
Oct 8, 2020 (half day)	Video Conference	No	Cancelled
Nov 26, 2020 (half day)	Video Conference	Yes	
Jan 21, 2021 (half day)	Video Conference	Yes	
Mar 18, 2021 (full day)	In person (if possible)	No	The meeting was changed to March 17 and was a full day, virtual meeting
May 20, 2021 (half day)	Video Conference	No	The meeting was changed to May 5 and

			was a full day, in-person meeting
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### E. School Profiles

The following table details the total number of schools in the District, the expected student headcount for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.

<b>Total Number of Schools in District</b>	<b>5</b>	<b>Total Anticipated Student Headcount</b>	<b>525</b>
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
Colville Lake School (CLS)	Colville Lake	JK - 12	<ul style="list-style-type: none"> <li>● Extensive on the land programming</li> <li>● Full-time foods preparation program</li> <li>● Individualized targets in Reading and Numeracy through the support of a Coach</li> </ul>
ʔehtseo Ayha School (EAS)	Délıne	JK - 12 and Alternate High School	<ul style="list-style-type: none"> <li>● North Slavey Language JK/K Immersion</li> <li>● Alternate High School Program</li> <li>● Enhanced North Slavey Language Program</li> <li>● Grade 8-12 on-the-land program</li> </ul>
Chief Tselehye School (CTS)	Fort Good Hope	JK - 12	<ul style="list-style-type: none"> <li>● Guided reading blocks</li> <li>● Nai?e?e 15 and 25 courses</li> <li>● Career and Education programming</li> <li>● Winter on-the-land camp</li> </ul>
Chief Albert Wright School (CAWS)	Tulita	JK - 12 and Alternate High School	<ul style="list-style-type: none"> <li>● North Slavey Language JK /K Immersion</li> <li>● Alternate High School Program</li> <li>● Skills Canada curriculum</li> <li>● Integrated North Slavey Language throughout the school</li> </ul>

Mackenzie Mountain School (MMS)	Norman Wells	JK - 12	<ul style="list-style-type: none"><li>• Guided reading</li><li>• Numeracy blocks</li><li>• Increased electives in high school</li><li>• Significant offering of -1 courses in high school</li></ul>
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## F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.

The Sahtú Region comprises five communities and each community has a JK-12 school. North Slavey is the heritage language of the region. Population, income, school population ethnicities, and school program type data are described below.

The NWT Bureau of Statistics estimates community population totals in 2019 as follows:

Sahtú Total	2 645
Colville Lake	149
Déłıne	625
Fort Good Hope	582
Norman Wells	768
Tulita	521

Average personal income in 2017 in the Sahtú, as reported by NWT Bureau of Statistics was:

Sahtú	\$53 913.00
Déłıne	\$42 213.00
Fort Good Hope	\$38 744.00
Norman Wells	\$85 730.00
Tulita	\$39 554.00
Colville Lake	-



An August 2020 snapshot of Sahtú community school demographics shows ethnic backgrounds as follows:

Student Total	506
Dene	398
Inuit	6
Métis	26
Non-Aboriginal	58
Southern Aboriginal	1
Unclassified	17

In 2018 - 2019,\* Sahtú Inclusive Schooling demographics show that there were 15 students (3%) on Individualized Education Plans and 216 students on Student Support Plans (43%). The number of students on support plans for enrichment was below 1% of the school population.

\*Due to COVID-19 disruptions March - June 2020, complete data is only available for the school year 2018-19.

## G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention, **including any anticipated concerns related to the COVID-19 pandemic.**

The Sahtú has 60 teachers on strength. Three teachers hold regional roles: RISC, RILE and IT; five principals lead schools in five Sahtú communities. While the majority of teachers originate from southern provinces, the Sahtú employs 14 Northern teachers. Eight northern educators are Indigenous language instructors and six are northern trained teachers in JK-9 roles.

Seven teachers left the Sahtú in 2019 - 2020 which included two retirements; this is approximately a 12% turnover rate. By July 2020, 11 teachers were newly hired. Through Jordan's Principle funding, five teaching positions were newly created for the 2020 - 2021 school year.

In 2020 - 2021, one teacher is a first-year teacher, approximately 20 teachers are in the first 10 years of teaching careers, with the remainder of teachers having more than 10 years teaching experience.

The teacher turnover rate fluctuates between 10 and 25%. The Sahtú recognizes that teachers who are from the north or choose to invest the majority of their teaching careers in the north bring stability and continuity; trusting relationships with students, parents and communities are built over time. Similarly, continuity of programming and teacher capacity are built over time. Teacher turnover disrupts continuity of programming, especially in small schools. Challenge exists when a high investment in teacher learning does not yield long term results because of teacher turnover. While separation from family / loved ones and the challenge of geographic isolation are main drivers in teacher turnover, and are factors beyond the control of education bodies, the Sahtú works strongly to mitigate other factors that may cause teachers to leave. The latter include access to adequate affordable housing which is another factor outside the jurisdiction of education bodies.

The Sahtú education body invests heavily in teacher learning and capacity building to build resilience in teachers facing challenges within teaching contexts for which southern teacher education and southern teaching experience may not have adequately prepared them.

The Sahtú estimates a student teacher ratio of approximately 10:1 in the 2020 - 2021 school year.

## 2. Territorial Schools

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Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

## A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p>Professional Learning Communities (PLCs) and the practice of using evidence and data to inform change and growth leverage improved outcomes for students. Sahtú schools will move from an introductory to emergent stage in this teacher practice. Training and support will be offered virtually during the COVID-19 pandemic. School-based literacy and numeracy support and training will similarly be offered virtually. Teacher training in reading and numeracy instruction continues and school-based targets will be established, monitored and measured. Effectiveness will be monitored through school-based PLCs. North Slavey language development will be strengthened through the whole school approach to language use, building on the introductory phase last year and with the target of emergent to established practice in all Sahtú schools. Whole school cultural activities and the on-site presence of Elders and community experts will be curtailed during COVID-19; however, schools will use creativity and ingenuity to provide rich cultural and language learning experiences for children and youth. Indigenization of teaching and learning will continue through supporting teacher growth virtually and with the expectation that all schools move from an introductory to emergent practice of Indigenization.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	

<p>Professional Learning Communities in five schools use evidence and student data to inform changes in teaching and learning which enhance student achievement. This professional practice will move from an introductory to emergent stage in 2020/21.</p>	<p>100%</p>	<p>100%</p>	
<p>School-based literacy targets in reading and writing, and targets in numeracy/mathematics allow for learning growth in all students and improved academic achievement.</p>	<p>100%</p>	<p>100%</p>	
<p>North Slavey Language learning will be supported in five schools through the whole school approach to language use and JK/K immersion classes in two schools; Indigenization of content and pedagogy will move from introductory to emergent stages in five schools.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>We made measurable growth in the percentage of students performing at an acceptable level in Literacy and Numeracy, as measured by assessments in October, February and May, using Fountas &amp; Pinnell benchmark reading assessments, whole region writing rubrics, and curriculum-aligned math assessments. Professional Learning Communities in each school are in the emergent stage of using this data/evidence to change and enhance teaching practice and improve student outcomes and achievement.</p> <p>Parental feedback on the Junior Kindergarten / Kindergarten Language Immersion program has been highly positive. Parents are appreciating their child(ren) speaking North Slavey full-time in the classroom.</p>		
<p>Areas for Development for the region</p>	<p>Significant teacher retention, orienting and training new teachers and school administrators, and increasing student attendance.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>The Sahtú was strategic in how it approached addressing the gaps in literacy and numeracy incurred during school closures due to the pandemic. In-service in numeracy and reading focused target areas for teachers so they could address gaps expeditiously. Teacher support and resources were targeted to address the gaps in the first few months of the 2020/21 school year.</p>		

## B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Each school will develop school improvement plans by September 30, 2020. These plans will be developed in consultation with the school DEA and community. School improvement planning will reflect the concerns and needs of individual schools, but align with overall regional goals. These overarching strategic goals include: increasing academic achievement in literacy and numeracy; becoming a capable person in the NWT; strengthening language, culture and identity; and promoting a respectful and responsible learning and working environment.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	

<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>	<ul style="list-style-type: none"> <li>● Improvement in Literacy and Numeracy reflected in data</li> <li>● Increase in Indigenizing education using the whole school approach to language use. Additional resources provided to support teachers in Indigenization of content and teaching approaches.</li> </ul>		
<p>Areas for Development for the region</p>	<p>With high teacher turnover rates, we are struggling with keeping the momentum going, especially in our Learning Communities.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Although schools frequently collaborated with the DEA regarding school improvement, greater engagement with the community-at-large is needed. COVID-19 health and safety restrictions did not permit gatherings and schools found it challenging to gather parent and community feedback.</p>		

### C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Annual School Reviews</b>, including any specific information related to the <b>COVID-19 pandemic</b>.</p>	<p>In 2020/21, a plan will be developed to institute Annual School Reviews in the Sahtú. This year is therefore a consultation and planning year, with the expectation being that in the spring of 2022, Annual School Reviews will be held in all five Sahtú schools.</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%	Due to COVID-19 health and safety restrictions, we traveled to communities only twice during the school-year.
% of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	The five (5) schools continue to strengthen and grow their Learning Communities. They work collaboratively on setting goals for student learning and school improvement.		
Areas for Development for the region	Pre-pandemic, the principal leadership team was quite strong. We met, in-person, frequently and the principals and Senior Admin had a strong sense of collaboration. With the pandemic, we have been unable to meet in-person as frequently (one time this school-year) which has caused some disruption in the momentum of the collaboration.		
Additional Comments for the region, including any specific information related to the <b>COVID-19 pandemic</b> .	<b>COVID-19 health and safety restriction prevented large group gatherings for principals to be able to host engagement sessions with parents and the community.</b>		



## D. Staff Evaluations

All education staff are required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth for Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following tables detail the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Staff Evaluations</b>, including any specific information related to the <b>COVID-19 pandemic</b>.</p>	<p>Teacher and principal evaluations are conducted according to the evaluation cycle. In March 2020, school operations were interrupted by the COVID-19 pandemic. Evaluations scheduled for completion in June 2020 will now be completed by December 01, 2020. In addition, teacher and principal evaluations scheduled to take place according to the evaluation cycle in 2020 - 2021, will be completed by June 2021. Where the number of evaluations for one individual to conduct is unduly / overly large, accommodations will be made.</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.	31	31	
Number of principals and assistant principals formally evaluated in the school year.	5	2	Three principals relocated or have taken other roles.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	5	4	One consultant has transferred to another region.
Number of Superintendents formally evaluated in the school year.	0	0	
Areas of Strength for the region	Principals worked hard to catch up in the staff evaluation cycle which was disrupted in March 2020. By June 2021, all staff evaluations are again on target for completion according to the evaluation cycle.		

<p>Areas for Development for the region</p>	<p>In years where formal evaluations are not required for teachers, principals will focus growth plans and reports on growth plans for the benefit of teacher growth.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Disruptions in staff evaluations, due to pandemic requirements to work from home, have been addressed and evaluations are on target for completion according to established cycles.</p>

### E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>All regional in-service and training will be virtual in 2020-21. In-service was scheduled for all teachers in August 2020 to coincide with mandatory self-isolation in regional centres for new and returning teachers. Focus areas include workplace and student safety protocols under COVID-19 public health requirements; promoting mental health and wellness in schools during COVID-19; leadership of teaching and learning during COVID-19, including establishing baseline data and measuring growth; JK-9 numeracy and literacy training in interventions and focus areas to address gaps and ensure growth; leveraging technology for teaching and learning, including Google Classroom, in blended learning.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	75%	75%	
% of Regional training and in-service focused on shared priorities	25%	25%	
Number of administration days dedicated to training and in-service.	1.5	1.5	
% of collaborative STIP time dedicated to regional priorities	75%	75%	
Number of schools which implemented STIP as per the Ministerial Directive	5	5	
Areas of Strength for the region	Teacher growth and development through opportunities in in-service, professional development and collaborative STIP		

	time abound in the Sahtú. On-going teacher learning allows teachers to access contemporary best practices, research-based pedagogy and resources to enhance student learning and achievement.
Areas for Development for the region	Greater retention of teachers would allow the Sahtú region greater leverage of time and resources invested in teacher learning. Similarly, high teacher turnover undermines the region's ability to build on past teacher learning.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	In 2020/2021, teachers expressed greater fatigue due to pandemic stressors and teacher in-service was scaled down where appropriate to accommodate this reality.

## F. Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teachers to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.5	\$156,906		0.5	

\*As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

The following tables detail the region's role of their Literacy Coordinator, the relevance of the position to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the <b>COVID-19 pandemic</b> .	With travel restrictions in place due to the COVID-19 pandemic, the role of the Literacy Coordinator has been brought to the school-level as opposed to a regional-level. The role of the Literacy Coordinator will be to oversee the implementation of a comprehensive literacy program from JK to Grade 9 and to offer instruction to Grade 10 - 12 in the area of English Language Arts at Chief T'Selehye School. For one year only, this program will be delivered at the school-level to build teacher capacity.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	Yes	

<p>Areas of Strength for the region</p>	<p>Frequent and regularly scheduled collaborative time for the literacy coach to meet with teachers supported overall student improvement.</p>
<p>Areas for Development for the region</p>	<p>With high teacher turnover rates in Sahtú schools, we are required to offer training / in-service in Fountas and Pinnell reading assessments each year. Similarly, high turnover rates do not allow us to sustain and build upon capacity over numerous years. The region continues to seek ways to ameliorate high teacher turnover rates.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Reading instruction and benchmark assessments in reading, along with writing instruction and assessments using region-wide rubrics continued in the 2020 - 2021 school year. Literacy achievement and growth was sustained despite the impact of school disruptions and limitations due to the pandemic.</p>

## G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the <b>Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>All Sahtú schools offer daily breakfast programming. In addition, three Sahtú schools offer daily mid-morning and mid-afternoon healthy snack programming. Colville Lake School, through a Jordan's Principle grant, has a full-time support assistant in 2020 - 2021 in the role of food preparation daily for students. One Sahtú school offers lunch programming for students unable to go home for lunch due to bussing constraints. Under COVID-19 safety protocols, food programming in Sahtú schools strictly adheres to the Office of the Chief Public Health Officer guidelines. In place of school-hosted events such as community feasts and parent events, food hampers will be safely delivered to families.</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>	N/A	N/A	
Areas of Strength for the region	All schools had, at a minimum, a daily universal snack and small-scale breakfast program. Due to health and safety restrictions, Colville Lake School offered evening classes to high school students. Most evenings, a small meal was served to students.		
Areas for Development for the region	Food security to ensure healthy wellbeing of students must remain a high priority in the Sahtú. Programming such as daily breakfast and snacks is integral to student wellbeing.		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>All five schools were able to adapt breakfast and snack programming to comply with pandemic health and safety guidelines. All five Sahtú schools substituted family food hampers for traditional feasts that were not permitted under pandemic restrictions.</p>
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School Name	Type of food program(s) offered in each school <i>(Breakfast, Lunch, Snack, etc.)</i>	Days per week program is offered in each school <i>(Monday – Friday)</i>	Average number of children / youth served daily	Criteria for participation <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
CLS	Breakfast / Snacks twice daily	Daily	46	Everyone	Yes	
EAS	Breakfast / Snacks	Daily	90	Everyone	Yes	
CTS	Breakfast / Snacks	Daily	125	Everyone	Yes	
CAWS	Breakfast / Snacks twice daily	Daily	91	Everyone	Yes	
MMS	Breakfast / Lunch for bussed students	Daily	142	Everyone	Yes	
<b>TOTAL</b>			506			



## H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<b>SSI Project Proposal Summary</b>	<p>Sahtú education body leadership and principals are entering the third year working with an educational leadership contractor. Over two years, Sahtú schools have identified their individual core missions and school priorities while working with the contractor. Professional Learning Communities (PLCs) have been established and are in an introductory to emergent phase in the five schools. In 2020 - 2021, schools have set aside collaborative STIP time to work in divisional school teams (functioning as PLCs) to identify priorities, collect evidence and data, analyze how the information can be used to improve teaching and learning, and measure effectiveness of changes and resulting growth. Focus areas are taken from Sahtú regional priorities which include reading, writing, and JK-9 numeracy; Indigenous Language, culture and whole school approaches to language use; student mental health and wellness; and becoming a capable person in the NWT.</p>
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<b>SSI Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <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%	
<b>Areas of Strength</b>	<p>School staff have moved successfully from introductory to emergent in the effective use of Professional Learning Communities. In 2021 / 2022, each school will utilize the method of Professional Learning Communities to focus teacher growth and to improve student outcomes and achievement. As</p>		

	beginners, the objective is to move toward intermediate, in the spectrum of professional growth.
Areas for Development	Professional Learning Communities, embedded in each school culture and way of doing things, will ensure sustained growth in areas schools wish to focus. We face the challenge of embedding Professional Learning Communities in school practices for improvement.
Additional Comments	

<b>Name of SSI Project</b>	<b>Planned Timeline for Implementation</b>	<b>Was the SSI Project Implemented as planned? (Yes/No)</b>	<b>If No, why not?</b>
Educational Leadership and Professional Learning Communities	2020 - 2023	Yes	

## I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	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	Principals collaborated during virtual meetings to identify areas of strength and challenges.  Our principals met with Ray Hughes to review the Safe School Plans and submitted the Plans through Clevr.		
Areas for Development for the region	The SahtúDEC has developed a Harassment-Free/Bullying-Free policy that will be submitted with the Safe Schools Plan in 2021-2022. Principals need to review the Safe School Plans to ensure they are current and accurate.		

Additional Comments for the region	
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## J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region's approach for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based <b>healthy relationship programming</b>, including any specific information related to the <b>COVID-19 pandemic</b>.</p>	<p>School principals review Safe School Plans with school staff within the first month of school. The Safe Schools Committee is established in each school to support and monitor implementation of the safe school plan, including healthy relationship programming within the school. Principals identify if staff training is needed. In 2020 - 2021, requested training will be virtual as and when available. Due to turnover of school staff, training in WITS and LEADS is needed to achieve regional implementation targets. COVID-19 safety protocols will be reflected in all healthy relationship programming delivery e.g. classroom bubbles will be maintained and social distancing in grades 7-12; EBS assemblies will be cancelled at this time, but recognition of positive behaviours will be implemented in classroom bubbles.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%	100%	
% of schools with grade 4-6 students offering LEADS.	100%	100%	

% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100% in years when CALM is offered.	100%	
Areas of Strength for the region	All schools will deliver the above programs, however many schools go above and beyond what is identified.		
Areas for Development for the region	We would like schools to begin tracking student behaviour to identify areas for concern. Restorative Practices were introduced in 2020 - 2021 as a holistic method and resource for addressing conflict. In 2021 - 2022 a cohort of grade 6 to 9 teachers will implement Restorative Practices in each of the five Sahtú schools. By monitoring the successes and challenges of the cohort, Restorative Practices will grow to include other grades in 2022 - 2023.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Healthy Relationships Programming was found to be highly successful in ameliorating the negative impacts brought on by the pandemic. This programming forms a solid foundation upon which schools can base their efforts to improve mental health outcomes in schools.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in (if applicable).	CLS	The Rainbow Run JK-8; WITS JK-3; LEADS, 4 <sup>th</sup> R 7-9; HRPP 10-12	100%	
	EAS	WITS JK-3; LEADS 4-6; 4 <sup>th</sup> R 7-9; HRPP 10-12	100%	
	CTS	4 <sup>th</sup> R 7-9; HRPP 10-12	100%	
	CAWS	EBS 1-6; 4 <sup>th</sup> R 7-9; HRPP 10-12	100%	
	MMS	EBS 1-6; WITS JK-3; 4 <sup>th</sup> R 7-9;	100%	

		LGBTQ2S+/GSA Advisor		
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### ***K. Second Language Education***

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

<b>School Name</b>	<b>Language of SL</b> <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Th̄chq̄)</i>	<b>Type of SL program</b> <i>(core, immersion, intensive)</i>	<b>Grades of SL program</b> <i>(per program type)</i>	<b>% of students enrolled</b> <i>(per program type)</i>	<b>Frequency of SL Program</b> <i>(min/week)</i>	<b>Actual Frequency of SL Program</b> <i>(min/week)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
CLS	North Slavey	core	JK-9	100%	200	200	
EAS	North Slavey	Immersion	JK/K	100%	1650	1650	
	North Slavey	core	1-9 / 10	100%	200 / 375	200/375	
CTS	North Slavey	core	K-9	100%	200	200	
CAWS	North Slavey	Immersion	JK/K	100%	1650	1650	
	North Slavey	core	1-9	100%	200	200	
MMS	North Slavey	core	JK/K-9	60%	200	200	
	French	core	JK/K- 9 High School	40%	200 / 375	200 / 375	

*\*Please include a row per school /per language /per type of instruction*

### L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to the Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
EAS	\$33,500	\$0	\$33,500	\$8,171.94	Salary expensed
CTS	\$33,500	\$0	\$33,500	\$11,266.28	Salary expensed
CAWS	\$33,500	\$0	\$33,500	\$17,527.35	Salary expensed
CLS				\$5,483.38	Colville Lake School came onboard with NDL during the 2nd semester.
MMS				\$10,083.45	Mackenzie Mountain School came onboard with NDL during the 2nd semester.
<b>TOTAL</b>	<b>\$100,500</b>	<b>\$0</b>	<b>\$100,500</b>	<b>\$52,532.90</b>	

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
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EAS	1	1	Local hire	
CTS	1	1	Local hire	
CAWS	1	1	Local hire	
CLS	1	1	Local hire	
MMS	1	1	Local hire	The principal found recruitment challenging due to the limited hours per week.

The following tables detail the region's to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Northern Distance Learning</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>Three Sahtú schools have enrolled students in NDL courses during first and second semester – Chief Albert Wright School, Chief T'Selehye School, and ?ehtseo Ayha School. Currently, the two remaining Sahtú schools will be discussing the possibility of offering NDL courses during the second semester – Colville Lake School and Mackenzie Mountain School.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of eligible high schools offering NDL classes.	60%	80%	Colville Lake School began NDL programming in the second semester.
% of NDL course credits acquired within the school year.	100%	100%	
% of NDL students passing diploma exams <i>(for NDL courses)</i> written within the school year.	0	0	
Areas of Strength for the region	All five Sahtú schools have come on board with NDL. We have two schools who have requested a second endpoint be installed for the 2021-2022 school year.		
Areas for Development for the region	Although we have all five schools participating in NDL, they are engaged to varying degrees. We would like to have greater buy-in by all five schools.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students taking NDL courses, per school.	EAS	1 student	<b>1</b>	
	CTS	No students registered to date		
	CAWS	2 students	<b>2</b>	
	CLS	2 students	<b>2</b>	
Number of NDL endpoints actively in use, per school.	EAS	1	<b>1</b>	
	CTS	1	<b>1</b>	
	CAWS	1	<b>1</b>	

### 3. Inclusive Schooling

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The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

#### A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00		1.00	

### ***B. Program Support Teachers***

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
CLS	1.00	1.00		1.00	
EAS	1.00	1.00		1.00	
CTS	1.03	1.00	Balance used to supplement support assistants	1.00	Under allocated to offset the costs of the Support Assistant salaries
CAWS	1.00	1.00		1.00	
MMS	1.33	1.00	Balanced used to supplement support assistants	1.00	Under allocated to offset the costs of the Support Assistant salaries
<b>TOTAL</b>	<b>5.36</b>	<b>5.00</b>		<b>5.00</b>	

### C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
CLS	0.47	0.40		3.40	3 Support Assistant positions are funded through the Jordan's Principle and the Child First Initiative
EAS	1.32	1.60		5.60	4 Support Assistant positions are funded through the Jordan's Principle and the Child First Initiative
CTS	1.91	2.00		3.00	1 Support Assistant position is funded through the Jordan's Principle and the Child First Initiative
CAWS	1.25	1.20		3.20	2 Support Assistant positions are funded through the Jordan's Principle and the Child First Initiative
MMS	2.46	2.40		5.40	3 Support Assistant positions are funded through the Jordan's Principle and the Child First Initiative
<b>TOTAL</b>	7.40	7.60		20.60	13 Support Assistant positions are funded through the Jordan's

					Principle and the Child First Initiative
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### D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$68,856	\$36,280	Due to COVID-19, we are anticipating less travel and therefore less in-person in-service. To be determined after the new RISC has been hired.	\$23,301	While we were able to schedule a number of virtual training sessions for staff members, not all of the planned programs could be presented in a virtual format.

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Virtual Conferencing	PST/Principals	SSP, IEP, Tienet	TBD	Yes	
Virtual Conferencing	PST / Educators / SA	Supporting ASD in the Classroom	TBD	Yes	
Virtual Conferencing	PST / Educators / SA / Principals	Collaborative Professional Learning and Teaching	TBD	No	The RISC position had a high turnover rate in 2020-2021, the type and quantity of training changed to reflect this. Staff also had different priorities in a COVID year for training topics.



Virtual Conferencing	PST /Educators / SA	Visuals in the Classroom	TBD	Yes	
Virtual Conferencing	PST /Educators /SA	Multi-sensory environments	TBD	No	The RISC position had a high turnover rate in 2020-2021, the type and quantity of training changed to reflect this. Staff also had different priorities in a COVID year for training topics.
Virtual Conferencing	PST /Educators / SA/ Principals	Educator Wellness	TBD	No	The RISC position had a high turnover rate in 2020-2021, the type and quantity of training changed to reflect this. Staff also had different priorities in a COVID year for training topics.
Virtual Conferencing	PST /Educators	Understanding Psycho-educational assessment	TBD	No	The RISC position had a high turnover rate in 2020-2021, the type and quantity of training changed to reflect this. Staff also had different priorities in a COVID year for training topics.
Virtual Conferencing	PST /Educators /SA	Fine Motor Development Gross Motor Development	TBD	No	The RISC position had a high turnover rate in 2020-2021, the type and quantity of training changed to reflect this. Staff also had different priorities in a COVID year for training topics.
Nonviolent Crisis	RISC/PSTs/ Educators/	De-escalation skills, restrictive	Feb. 22, 2021 and	Yes	This training was not a part of our 2020-2021

Intervention	SA	and non-restrictive interventions	March 19, 2021		operating plan. It was in response to an identified need.
Restorative Practices	Superintendent/ RISC/ Principals/ PSTs/ Educators/ RILE/ ILEs/ Community Members	Introduction to using Restorative Practices in Schools	Feb. 10-11th, 2021	Yes	This training was not a part of our 2020-2021 operating plan. It was in response to an identified need.
On-Demand: Autism-strategies for Self-Regulation, Learning and Challenging Behaviours	RISC/PSTs/ Educators	Provide practical strategies for those supporting high-needs individuals with autism	On-Demand; self-paced	Yes	This training was not a part of our 2020-2021 operating plan. It was in response to an identified need.
Ripple Effect of Resiliency: An Indigenous Perspective	RISC/ Principal/ PST/ Educators/ SA (CLS)	Introduction to the Cultural Resilience Model	Self-paced; Mar. 19, 2021: In-person support	Yes	This training was not a part of our 2020-2021 operating plan. It was in response to an identified need.

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The Sahtú will conduct inclusive schooling professional development virtually until COVID-19 restrictions are lifted. The Regional Inclusive Schooling Coordinator (RISC) works closely with the Program Support Teacher (PST) in each school to identify training needs for teachers and support assistants. Virtual training is provided through the RISC or professionals with expertise in inclusive schooling and addressing special needs and exceptionalities. PSTs conduct the majority of school-based coaching and training of teachers and support assistants in areas related to creating student support plans, flexible strategies and differentiation, and implementation of support plans and individual education plans. This regional approach aligns with the priorities of developing capable NWT persons, promoting respectful and responsible learning and working environments, and increasing academic achievement and holistic wellness through advocacy and support.</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%	65%	Some schools offered open training sessions. Experienced teachers and teachers who may not have had students working on an IEP did not always attend.
% of educators that have been trained on developing and implementing SSPs this year.	100%	93%	Some schools offered open training sessions. Experienced teachers and teachers who may not have had students working on with an SSP did not always attend.
% of educators that have been trained on the use of flexible strategies this year.	100%	98%	Absenteeism on the training days.
% of educators that have been trained on the School-based Support Team process this year.	100%	60%	Training was offered to teachers who sought additional support.

% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%	80%	Principals who had previously been trained felt confident in their role.
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%	85%	Absenteeism on the training days.
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%	80%	Training was offered, PSTs who had previously been trained felt confident in their role.
% of educators that have been trained on Assistive Technology this year.	As/where needed, 100%	46%	Relevant training was provided, as needed.
Areas of Strength for the region	Professional Development on the use of Flexible Instructional Strategies was prioritized throughout the SDEC this year.		
Areas for Development for the region	While training on the various roles and responsibilities within Inclusive Schooling was offered, it did not reach all staff members. The RISC has in-person training sessions planned for each school, in September to provide clear, consistent training for all staff.		
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	COVID-19 protocols often required staff to focus their attention in new areas, stretching their role and responsibilities even more than usual. Teachers and PST created and faced new protocols and procedures around inclusive schooling.		

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 (\$)
CASE	Educational Consultation - Autism	To support staff and parents who support students with ASD	MMS EAS	2020-2021 school year	\$2,250.00

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TinyEye	Virtual and SSA Supported Speech Language Pathology	SLP services provided by the NTHSSA were not meeting the needs of students in the Sahtú	EAS MMS CAWS CTS CLS	2020-2021 school year	\$60,254.00
IIRP	Restorative Practices	To begin the process of implementing Restorative Practices in Sahtú schools	EAS MMS CAWS CTS CLS	February 2021	\$0
Wile Counselling & Psychological Services	Psychological Educational Assessments & Consultation	To complete psych. ed. assessments	EAS	April-May 2021	\$9,965.42
Dean Educational and Psychological Consulting	Consultation & Virtual Workshop	Originally contracted to complete assessments; completed consultations and provided a workshop	EAS CAWS	March-April 2021	\$800.00
Crisis Prevention Institute	Virtual Training	Non-Violent Crisis Intervention Training	EAS CTS	February-March 2021	\$13,500.00

### ***E. Assistive Technology***

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$66,997	\$664.90	USB Headsets	Under: \$54,280.44 Our budget for Assistive Technology was accessed by each school, as needed. RISC was not able to visit schools until March 2021, and so was unable to help assess needs. PST roles expanded to include other duties during COVID-19 and they were not always able to assess/plan for new technology in their schools.
	\$280.33	Visual Timers	
	\$2813.00	Hearing Aid/Personal FM	
	\$2271.25	Arm Guards	
	\$1654.01	Noise Reducing Headphones	
	\$966.00	Communication Device	
	\$474.60	Sensory Kit	
	\$2252	Remote SLP Services	
	\$1282.89	Math Mentor Text	
	\$57.58	ipad case	
	\$300	4-pedal exerciser	

## F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
CLS	\$20,532			\$629.85	Our original plan for training/professional development was disrupted due to both COVID-19 restrictions and to multiple RISC transitions. Our original plan for Psychoeducational Assessments was cancelled due to contractor injury and lack of professional services in NWT willing to travel to remote locations.
EAS	\$20,234			\$10,595.27	Our original plan for training/professional development was disrupted due to both COVID-19 restrictions and to multiple RISC transitions. Our original plan for Psychoeducational Assessments was modified due to injury and lack of professional services in NWT willing to travel to remote locations.
CTS	\$23,249			\$629.85	Our original plan for training/professional development was disrupted due to both COVID-19 restrictions and to multiple RISC

					transitions. Our original plan for Psychoeducational Assessments was cancelled due to injury and lack of professional services in NWT willing to travel to remote locations.
CAWS	\$19,852			\$829.85	Our original plan for training/professional development was disrupted due to both COVID-19 restrictions and to multiple RISC transitions. Our original plan for Psychoeducational Assessments was modified due to injury and lack of professional services in NWT willing to travel to remote locations.
MMS	\$25,324			\$1,267.35	Our original plan for training/professional development was disrupted due to both COVID-19 restrictions and to multiple RISC transitions. Our original plan for Psychoeducational Assessments was cancelled due to injury and lack of professional services in NWT willing to travel to remote locations.
<b>TOTAL</b>		\$56,467	To be determined after meeting with the Principals and Program Support Teachers in September 2020.	\$13,952.17	The projected lack of restrictions and the development of new relationships with psychologists will allow us to fully implement our 2021-2022 plans. No adjustment to funding is needed.



## G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>In-person visits to schools in communities, by the RISC, will be curtailed due to COVID-19. However, the RISC monitors alignment of student supports through frequent virtual check-ins with PSTs. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but are reviewed at least once every reporting period (3-4 times per year) in the Sahtú. A copy of the SSP or IEP is sent home at reporting periods. School principals and the RISC monitor that SSPs are finalized in a timely manner and support teachers in applying differentiated instruction and individualized strategies to support each student's growth.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	Common learning environment is prioritized.	68%	Most instruction is completed in the common learning environment. Individual/small group pull-outs are flexible and based on students' growth.

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.	One school will implement Class Profiles in their lesson planning.	0	This was a goal set to coincide with the original timeline for PST training for the new IEP model. That timeline was changed to reflect the region's needs. Training will be provided on using Class Profiles in lesson planning, in 2021-2022.
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	90%	Some teachers require further support in developing and using differentiated lesson plans. Training will be provided, as needed.
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	2	2	
Number of times per year that the RISC meet with the PSTs in person	3 in a non-COVID year	0	All meetings were conducted virtually this year, due to COVID-19 restrictions.
Areas of Strength for the region	Sahtú's PSTs are aware of and follow deadlines for SSP and IEP development and implementation.		
Areas for Development for the region	Further training in lesson planning for differentiation and its practical application. In-person training, meetings and visits are projected to resume in 2021-2022.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The flexibility of our instructional groupings was impacted due to COVID-19 restrictions. The RISC was not able to meet/visit in-person at the schools until March 2021. PSTs were not able to gather in-person to collaborate.		

## H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Principals are informed at the beginning of the school - year of expectations regarding setting up conditions to support teachers and support assistants in the use of flexible instructional strategies. The RISC and Assistant Superintendent monitor implementation in schools through the school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	100%	69%	Support time was offered on an as-needed basis in each school.
% of support assistants who receive support through adequate scheduled time with PST.	100%	78%	Support time was offered on an as-needed basis in each school.
% 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%	95%	Support time was offered on an as-needed basis in each school.
% of support assistants who will meet with PST at least once a month.	100%	80%	Support time was offered on an as-needed basis in each school.
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	75%	Scheduling difficulties (ex. contractual end of day) were often a barrier. Meeting times were

			arranged on an as-needed basis.
% 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	The Sahtú PSTs are extremely flexible with their schedules, providing time to meet with individual teachers and Support Assistants throughout the year to support their needs.		
Areas for Development for the region	A few schools are piloting pre-scheduled meetings between PST, SA and teachers throughout the month. They will share their progress throughout the year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	School schedules were not as flexible due to COVID-19 protocols for student separation. This often made it difficult to facilitate meeting times.		

## ***I. School-based Support Team***

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>School-based Support Teams will be encouraged to meet weekly, but will be required to meet at least two times each month for approximately 30 - 45 minutes to address specific and systemic school issues. Minutes of meetings are kept at the school by the PST, and global reporting is done monthly by the principal and the PST to the SDEC in the form of monthly reports. The Sahtú will build on previous years’ successful work with the Territorial-based Support Team when issues cannot be resolved in-house and where outside expertise is needed. During the COVID-19 pandemic, all health and safety requirements will be met through social distancing in meetings or holding meetings virtually.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	65%	SBST support was open to all teachers, it was accessed on an as-needed basis.
% of schools that are using referral forms to notify SBST about specific student needs.	100%	60%	Some smaller-staffed schools adopted a more casual email/conversation-based referral.

% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers	100%	76%	Meetings were tailored to suit current/ pressing needs within each school.
% of SBST meetings that focus on solving specific problems	50%	60%	Meetings were tailored to suit current/ pressing needs within each school.
% of SBST meetings that address systemic issues in the school	50%	40%	Meetings were tailored to suit current/ pressing needs within each school.
Areas of Strength for the region	All Sahtú schools had an operational SBST by the end of the first month of school. PSTs recognized the need for and requested further training in operating an efficient SBST from the TBST.		
Areas for Development for the region	Implementation of some changes in the practical operations of SBST meetings, using strategies recommended by the TBST.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	School (and after-school) schedules were not as flexible due to COVID-19 protocols for student separation. This often made it difficult to facilitate meeting times.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	CLS	minimum two monthly / 45 minutes each	<1/month	This school experienced a vacancy in both the PST and Principal positions. It also faced closures throughout the year due significant infrastructure issues. Significant student support issues identified by teachers were addressed, as needed, despite these barriers.
	EAS	minimum two monthly / 45 minutes	1/month	This school experienced a vacancy in the Principal position, with the PST covering the responsibilities allocated to each role. Significant

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				student support issues identified by teachers were addressed, as needed, despite this barrier.
	CTS	minimum two monthly /45 minutes	2/month	
	CAWS	minimum two monthly /45 minutes	2/month	
	MMS	minimum two monthly / 45 minutes	2/month	

## J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Despite the challenges of the pandemic, parents and students (where appropriate) will be included in the development of SSPs and IEPs through teleconference calls or virtual meetings where technology is accessible. A safety protocol for parental signing of SSPs and IEPs will be developed at each school. The expectation is that parents receive a mailed copy of SSPs and IEPs at each school reporting period. SSPs and IEPs can be reviewed and changed at any time, but in the Sahtú these reviews coincide, at minimum, with reporting periods, at least three or four times per year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers completing SSPs for students requiring them in consultation with parents.	100%	100%*	*Parents are given a copy of the SSP, teachers provide the opportunity for open communication
% of teachers completing IEPs for students requiring them in consultation with parents.	100%	100%*	*Parents are given a copy of the IEP, teachers provide the opportunity for open communication
% of parents participating in developing SSPs for those students requiring them.	100%	33%	Parents are always given the opportunity to become involved in SSP development. Due to past-trauma, anxiety (both school and COVID-19 related), lack of experience/confidence, language barriers and other personal issues, they are



			sometimes not able to. Copies of SSP documents are always sent to parents, at reporting times.
% of parents participating in developing IEPs for those students requiring them.	100%	32%	Parents are always given the opportunity to become involved in IEP development. Due to past-trauma, anxiety (both school and COVID-19 related), lack of experience/confidence, language barriers and other personal issues, they are sometimes not able to. Copies of IEP documents are always sent to parents, at reporting times.
% 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	Sahtú PSTs worked very hard to keep lines of communication open with parents, despite changing guidelines and additional time constraints.		
Areas for Development for the region	The PSTs along with one teacher will work to move towards learning about and using the new IEP model in the 2021-2022 school year. RISC has identified a need to develop training/information sessions for parents around their involvement in SSP and IEP development for their children to TBST, with the hope that it will be developed and presented in 2021-2022.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The PSTs and SBSTs in the Sahtú developed and carried out new parent meeting guidelines for each school, allowing parents to continue to be a part of their students' SSP or IEP journey, within the COVID-19 restrictions. These guidelines did not always assuage the anxiety parents felt regarding coming into the school, preventing them from fully participating.		

## K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b>	PST priority time-use targets in the Sahtú align with ECE guidelines. However, during the 2020 - 2021 COVID-19 pandemic school year, operational requirements may cause temporary changes in how a PST prioritizes time use, in the best interests of students and overall operational safety. This is a temporary state and will revert to recommended benchmarks as quickly as possible and as safety protocols in schools allow.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	40%	PSTs needed to become much more flexible with their time in 2020-2021, due to unprecedented restraints, protocols and rigidity in scheduling due to COVID-19. This meant that often they were called to complete tasks/duties that were outside the usual scope of their role.
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	60%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	40%	
Areas of Strength for the region	Despite the multitude of unprecedented changes and challenges PSTs faced throughout the 2020-2021 school year, they met the needs of teachers, support assistants, students and parents.		

<p>Areas for Development for the region</p>	<p>With the projected removal of most COVID-19 restrictions and protocols, PSTs will work with their schools to find a new balance that reflects the needs. They will strive to keep to the benchmarks outlined in their role.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>PSTs needed to become much more flexible with their time in 2020-2021, due to unprecedented restraints, protocols and rigidity in scheduling due to COVID-19. This meant that often they were called to complete tasks/duties that were outside the usual scope of their role.</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.

### A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
1.00	1.00	1.0	1.00	

## B. Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
CLS	0.75	1.00		1	
EAS	1.04	2.00		2	
CTS	1.38	1.40		1.4	
CAWS	1.03	1.00	Balance was used to offset another school	1	
MMS	1.25	1.00	Balance was used to offset another school	1	
<b>TOTAL</b>	<b>5.45</b>	<b>6.40</b>		<b>6.40</b>	

*Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.*

Some regions have indicated difficulty in filling Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	N/A
What plans do you have to recruit and train language teachers in the future?	Succession planning conversations will start in 2020/2021.

<p>What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?</p>	<p>No impact.</p>
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### C. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 <sup>rd</sup> Party Funding (\$) & Source (If applicable)
CLS	\$43,500	\$11,000		\$5,652		
EAS	\$40,200	\$16,000		\$2,867		
CTS	\$40,200	\$15,000		\$6,687		
CAWS	\$40,200	\$16,000		\$9,106		
MMS	\$39,000	\$8,000		\$3,047		
<b>TOTAL</b>	\$203,100	\$66,000	Balance of the funds was used	\$27,359	Many of the activities	Balance of the funds

			to cover the additional costs for instructors		planned were cancelled due to health restrictions	was used to cover the additional costs for instructors
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### ***D. Building the School-Community Relationship***

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for the Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual schools in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>During the COVID-19 Pandemic, Sahtú schools will apply creativity and ingenuity to the tasks of building the school-community relationship safely under the guidelines set out by the CPHO. As Elders and community experts are unable to be physically present in the school, and traditional school community cultural gatherings are currently not allowed, school staff will rely on virtual, outdoor, and original approaches and activities that comply with safety requirements. The Sahtú acknowledges that school-community relationship building is as vital as ever, but the means we have used historically to accomplish connections must by necessity change during COVID-19 pandemic restrictions. Regional targets reflect that many activities are N/A this pandemic year, but we envisage safe creative replacement activities will happen. ILE Committees will review ILE Plan Goals and devise new ways to accomplish goals, or adapt goals to our new circumstances under COVID-19.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with an ILE Committee	100%	100%	
% of schools with Elders hired for regular school programming, scheduled on a daily basis	N/A	N/A	Pandemic restrictions did not allow for Elders to be



			hired for regular school programming
% of schools hosting community gatherings rooted in local cultures	N/A	N/A	Pandemic restrictions severely limited community gatherings in 2020/2021.
Areas of Strength for the region	<p>Schools creatively included Elders in outdoor cultural programming, where allowed by pandemic protocols. Elders shared knowledge outside of the school, but the teachings were then utilized within the school, complying with pandemic protocols.</p> <p>Schools creatively improvised so that community gatherings were sometimes virtual or outside in well-ventilated areas, complying with pandemic protocols. Safe home visits, where food hampers were delivered to families, were substituted for traditional feasts.</p> <p>On the land programming facilitated stronger community connections in all five schools. Student / community trips on the land were well received during pandemic restrictions.</p>		
Areas for Development for the region	<p>Early in 2021 - 2022, each Sahtú school will revisit their Indigenous Language Education (ILE) action plan to review and revise for the new school year. Based on these reviews, areas for development will be identified for each school community.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Please see comments under areas of strength for the region for accommodations due pandemic protocols.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose	CLS	N/A under COVID-19	N/A under COVID-19	
	EAS	N/A under COVID-19	N/A under COVID-19	

and frequency ( <i>part-time or full-time</i> )	CTS	N/A under COVID-19	N/A under COVID-19	
	CAWS	N/A under COVID-19	N/A under COVID-19	
	MMS	N/A under COVID-19	N/A under COVID-19	
Types of events/ projects involving cultural resource people per grade level	CLS	N/A under COVID-19	On-the-land programming in multi-age groups. School / family partnerships in on-the-land programming, using family expertise to teach cultural skills. Sahtú Nai?e?a 15/25 courses for students in grades 10-12. Beading & sewing workshops utilizing cultural resource people. Senior high students attended community leadership meetings to discuss traditional caribou stewardship in the area.	
	EAS	N/A under COVID-19	Summer and winter lake fish harvesting continued, drawing on community resource people to teach skills. Sahtú Nai?e?a 15/25 courses for students in grades 10-12. On-the-land trips for students in junior and senior high were led by community resource people. Cultural crafts in elementary grades continued, led by school	

			and cultural resource people.	
	CTS	N/A under COVID-19	Specific days set aside for all school participation in cultural activities, led by cultural resource people e.g. setting up land camps, story telling, berry picking, dry meat and fish making, moose hide tanning. Sahtú Nai?e?a 15/25 courses for students in grades 10-12. Senior / junior high students' participation in healing and wellness camps led by cultural resource people.	
	CAWS	N/A under COVID-19	Cultural activities set up in school grounds, accessed by all grades, twice in the year, with community resource people as instructors. Examples of activities: setting up tents, cooking, dry meat making. Teepee as a permanent learning area for cultural activities for all grades throughout the year. Sahtú Nai?e?a 15 / 25 courses for students in grades 10-12. Multi-day activities accessible to all grades e.g. moose-hide tanning workshops. Weekly community / school feeding of the fire, led by Chief and Elders.	
	MMS	N/A under COVID-19	Cultural activities set up in the field accessible to school with community members as cultural	

			<p>instructors, at least twice in the school year, accessible to all grades. Activities include: beading, Indigenous art, storytelling, Traditional Medicines, Dene Games. Feeding of the fire ceremony, led by a cultural resource person, for the whole school and attending community members.</p>	
<p>Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	<p>CLS</p>	<p>N/A under COVID-19</p>	<p>Adaptations in place due to pandemic protocols: Food hampers delivered to homes in place of feasts; outdoor cultural events scheduled each Friday allowed small-scale safe school-community gatherings e.g. feeding of the fire, preparing traditional foods outside, family fun tobogganing/sliding, safe home visits by school staff in place of parent/teacher interviews. Outside community prayers / feeding of the fire.</p>	
	<p>EAS</p>	<p>N/A under COVID-19</p>	<p>Adaptations in place due to pandemic protocols: daily and weekly junior high outdoor learning involving community experts; healing and wellness camps that include students, school staff and community; Food hampers delivered to homes in place of feasts; outdoor permanent teepee to host daily / weekly activities</p>	

			that include community members.	
	CTS	N/A under COVID-19	Adaptations in place due to pandemic protocols: Food hampers delivered to homes in place of feasts; outdoor permanent teepee to host daily / weekly activities that include community members; newsletters celebrating school Indigenous language and culture shared with parents / community; daily assemblies celebrating Dene Laws which bridge to community and homes; healing and wellness camps that include students, school staff and community.	
	CAWS	N/A under COVID-19	Adaptations in place due to pandemic protocols: Food hampers delivered to homes in place of feasts; outdoor cultural events scheduled each Friday allowed small-scale safe school-community gatherings e.g. feeding of the fire, preparing traditional foods outside, family fun tobogganing/sliding, safe home visits by school staff in place of parent/teacher interviews. Outside community prayers / feeding of the fire.	
	MMS	N/A under COVID-19	Adaptations in place due to pandemic protocols: Food	

			hampers delivered to homes in place of feasts; virtual connections between teachers and parents; Virtual ways of staying in touch and promoting Dene Kede language; increased community engagement in cultural activities hosted outside the school.	
# of ILE Plan goals met, not yet met or still in progress	CLS	ILE Plan goals still in progress; adaptations made due to COVID-19	<p><b>Goals met:</b></p> <ul style="list-style-type: none"> <li>-Fridays dedicated to Indigenization of curriculum content through outdoor learning activities for all age groups.</li> <li>-High school Nai?e?a 15/25 courses successfully completed</li> <li>-School accommodates and supports family on the land seasonal activities</li> </ul> <p><b>Goals still in progress:</b></p> <ul style="list-style-type: none"> <li>Greater fluency in spoken North Slavey for JK-12.</li> </ul>	
	EAS	ILE Plan goals still in progress; adaptations made due to COVID-19	<p><b>Goals met:</b></p> <ul style="list-style-type: none"> <li>-Increased collaboration between Deline Got'ine Government and school in delivering joint cultural activities.</li> <li>-High school Nai?e?a 15/25 courses successfully completed</li> </ul> <p><b>Goals still in progress:</b></p> <ul style="list-style-type: none"> <li>- JK/K Immersion students reach increased proficiency in spoken North Slavey and experience success in Dene Kede</li> </ul>	

	<p>CTS</p>	<p>ILE Plan goals still in progress; adaptations made due to COVID-19</p>	<p><b>Goals met:</b> Focus on Dene Laws in school assemblies and supporting student behaviour; Bridging and connecting Dene Laws in school to community and homes. -Strong school-wide focus on the Whole School Approach to Language Use <b>Goals still in progress:</b> School staff use Dene Kede language in authentic settings and language is infused in teaching and learning. <b>Goals not yet met:</b> Spoken language fluency is an on-going area to build</p>	
	<p>CAWS</p>	<p>ILE Plan goals still in progress; adaptations made due to COVID-19</p>	<p><b>Goals met:</b> JK/K Immersion offered to build early competencies in Dene Kede; Weekly feeding of the fire and daily opening prayer; on the land opportunities offered <b>Goals still in progress:</b> Indigenization of teaching strong in some areas, needs support in others <b>Goals not yet met:</b> Spoken language fluency is an on-going area to build in JK-12.</p>	
	<p>MMS</p>	<p>ILE Plan goals still in progress; adaptations made due to COVID-19</p>	<p><b>Goals met:</b> Increased community participation in cultural activities on designated cultural days <b>Goals still in progress:</b> Seeking more community participation in school to reflect local Dene culture and Dene Kede language</p>	

			<p><b>Goals not yet met:</b> Indigenization of teaching and learning require ongoing support.</p>	
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<p>Type of Indigenous content visible within school and % of school used to display content. (e.g. artifacts, Indigenous role models, Elders' wall, etc.)</p>	EAS	<p>Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, photos of Elders, student handiwork reflecting local culture, traditional camp scene in lobby. Lobby, admin area, library used for displays</p>	<p>Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, photos of Elders, student handiwork reflecting local culture, traditional camp scene in lobby. Lobby, admin area, library used for displays</p>	
	CTS	<p>Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, photos of Elders, student handiwork reflecting local culture. Lobby, admin area, library used for displays</p>	<p>Indigenous authors, Indigenous content in books, displays in classrooms and hallways. Elder photos</p>	
	CAWS	<p>Indigenous authors, Indigenous content in books, Indigenous local</p>	<p>Indigenous authors, Indigenous content in books, artifacts displayed in lobby along with Elder's photos</p>	



		<p>artefacts, murals by Indigenous artists, photos of Elders, student handiwork reflecting local culture, traditional moose skin boat. Lobby, admin area, library used for displays</p>		
	<p>MMS</p>	<p>Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, student handiwork reflecting local culture. Lobby, admin area, library used for displays.</p>	<p>Indigenous authors, Indigenous content in books, Signage up around the school</p>	
	<p>CLS</p>	<p>The school is extremely limited by space constraints. Elders' wall, Indigenous authors, Indigenous content in books, student artwork displayed. Where wall space allows.</p>	<p>Indigenous authors, Indigenous content in books, student artwork displayed. Where wall space allows.</p>	

### ***E. Strengthening Training for Northern Educators***

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region's approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Training for northern educators will be virtual in 2020 - 2021 due to COVID-19 restrictions. Areas of focus include: OLC in-service for ILES provided by the RILE three to four times in the year; Immersion teachers in-service and support provided monthly and as and when needed by the RILE and others; Residential Schools Awareness Training for 11 new hires; on-going training in Indigenization for northern educators; territorial-based support team in-service for all Sahtú educators in impacts of COVID-19 in northern contexts; two cultural days for local contextualized in-service in local culture and traditions. Sahtú school staff will participate in any virtual training provided by ECE to strengthen northern educators. Any training or activities that occur will adhere to the safety requirements of COVID-19 for schools and employees.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	TBD/ 11 - 15 teachers & staff new to region	postponed for in-person rather than virtual participation	Scheduled for January 2022 for all school staff in all five schools

<p>% of Indigenous language staff participating in <i>Our Languages</i> in-service, when offered.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Each school readily pivoted to new ways of including Indigenous local language and traditional ways of knowing in teacher learning. Virtual learning was integrated in all schools to replace or supplement teacher in-person face-to-face learning. New skill sets emerged as teachers became virtual learners and collaboration was strengthened by the frequency of virtual learning.</p>		
<p>Areas for Development for the region</p>	<p>Indigenization of curriculum content and teaching pedagogy continue to be areas where all Sahtú teachers continue to grow.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Due to a 36% teacher turnover rate at the end of the 2020/21 pandemic year, in-service in residential schooling will resume in the new school year for all teachers new to the Sahtú. All Sahtú teachers will be involved in residential schools awareness training, whether for the first time, or to build on existing understandings.</p>		

<p><b>School Specific Performance Indicators</b></p>	<p><b>School</b></p>	<p><b>School Targets</b></p>	<p><b>Achieved Results</b></p>	<p><b>Explanation for difference (if applicable)</b></p>
<p>Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.</p>	<p>CLS</p>	<p>Physically distanced, outdoor activities on the land. 100%</p>	<p>100%</p>	
	<p>EAS</p>	<p>Physically distanced, outdoor</p>	<p>100%</p>	

		activities on the land. 100%		
	CTS	Physically distanced, outdoor activities on the land. 100%	100%	
	CAWS	Physically distanced, outdoor activities on the land. 100%	100%	
	MMS	Physically distanced, outdoor activities on the land in a winter and spring camp setting. 100%	100%	
Number of local resource people and type of involvement in Cultural Orientation activities.	CLS	#5. Safely assisting with on the land activities and providing instruction and insights into local culture.	5 - as described	
	EAS	#5. Safely assisting with on the land activities and providing instruction and insights into local culture.	5 - as described	
	CTS	#6. Safely assisting with on the land activities and providing instruction and	6 - as described	

		insights into local culture.		
	CAWS	#3. Safely assisting with on the land activities and providing instruction and insights into local culture.	2 - as described	
	MMS	#6. TBD.	15 - cultural days in June were organized by community resource people. Activities included: Indigenous art station, beading, bannock making, dry meat/fish/geese stations, snaring/trapping, story telling, language and wellness, Dene games	

## F. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region's approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)</p>	<p>ILE Committees in Sahtú Schools will meet in September 2020, and monthly thereafter, to determine and guide each school's <i>whole school approach to language use</i>. The ILE Committee consults with school staff and provides direction for implementation, with reference to the ILE school goals. In light of COVID-19 safety regulations in schools, school-wide approaches and activities will be reviewed and adapted to meet safety protocols in place during the pandemic. The Sahtú anticipates creative and innovative ways will emerge to safely support whole school approaches to language use. Virtual methods of supporting and celebrating language use throughout the school, and with the possibility of wider community audiences, are actively being encouraged. School announcements, school opening prayer, O Canada in North Slavey and other school routines will now embrace a whole school approach to language use.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	

Areas of Strength for the region	The Sahtú region can draw on first-language Dene Kede speakers to assist in language teaching and learning. Cultural resource people are available in all Sahtú communities to assist in the cultural and language instruction.
Areas for Development for the region	Integration of Elders as knowledge keepers and teachers throughout the grades (across age groups) within schools and across curriculum instruction to assist in Indigenization of teaching and learning.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Sahtú ILE committees were instrumental in guiding schools to adapt and persevere with cultural and language learning, despite the restrictions placed upon schools by the pandemic. Sahtú ILE Committees adapted, innovated and created opportunities for schools to thrive in culture and language learning, despite pandemic restrictions.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	CLS	TBD in September by ILE Committee, meeting COVID-19 requirements. Explicit teaching/learning of language embedded in <i>on the land</i> cultural activities. Signage in North Slavey.	Elders/community members were involved in monthly cultural activities outside of school, which included storytelling and signage throughout the school in Dene Kede	
	EAS	TBD in September by ILE Committee, meeting COVID-19 requirements. School announcements in North Slavey; teachers learning greetings and	On land trips were organized by the local government, whereby the students participated and lots of language was spoken during this	

		phrases; Immersion in JK/K with 100% North Slavey requirement in conversations; Elders /community leaders use North Slavey first in school presentations	time. Language signage in school.	
	CTS	TBD in September by ILE Committee, meeting COVID-19 requirements Word & phrase of the week for students and teachers; school announcements in North Slavey; Community radio school announcements in North Slavey first; Signage in school; school newsletter includes an ILE message including phrases of the month	Promoted language month with a week dedicated to language use throughout the school. Language signage is visible throughout the school and students and teachers refer to the signage daily. Daily morning prayer in Dene Kede. Word walls in Dene Kede.	
	CAWS	TBD in September by ILE Committee, meeting COVID-19 requirements. Language learning/teaching embedded in outdoor cultural activities; word/phrase of the week; signage and school motto in North Slavey; school announcements / opening prayer / O Canada in North Slavey; JK/K Immersion requiring	Daily morning prayer in Dene Kede Language signage visible and used throughout the school. Community members fluent in Dene Kede used to teach and model language use and fluency.	



		100% spoken North Slavey; Little kids language videos to share with olderkids.		
	MMS	TBD in September by ILE Committee, meeting COVID-19 requirements. Word/phrase of the week for teachers and students; North Slavey signage; school announcements.	Dene Kede <i>word of the day</i> and <i>phrase of the month</i> delivered in virtual fun-filled morning announcements. Language signage visible in school.	

## G. Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region's approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)</p>	<p>The Sahtú recognizes the need for on-going professional development and training for teachers and ILEs in the implementation of Indigenization of teaching and learning practices. On-going professional development in 2020 - 2021 will strengthen teachers' abilities to Indigenize practices. A draft document <i>Sahtú Ways of Doing</i> can be further developed in each Sahtú community context to assist in the Indigenization of teaching and learning.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100% in an introductory to emergent phase of implementation	100%	
Areas of Strength for the region	<p><i>Sahtú Ways of Doing</i> document has been developed and is ready for implementation in Sahtú schools for 2021/22.</p> <p>Sahtú schools draw heavily on community fluent Dene Kede language speakers and cultural resource people to supplement teaching and learning in schools.</p>		

<p>Areas for Development for the region</p>	<p>Indigenization of teaching and learning practices is a challenging and skillful part of teaching; continued growth is needed across all grade levels as teachers model and implement Indigenization of content and pedagogy.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>The Sahtú Region, under COVID-19 safety protocols, was forced to reduce the number of local resource people participating daily in schools. The absence of these vital resource people in schools was felt across the system by students, teachers and parents. In post-pandemic teaching and learning, these resource people will be encouraged to return to schools because of the vital and valuable roles they play in student learning.</p>

<p><b>School Specific Performance Indicators</b></p>	<p><b>School</b></p>	<p><b>School Targets</b></p>	<p><b>Achieved Results</b></p>	<p><b>Explanation for difference (if applicable)</b></p>
<p>Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. (e.g. holistic, relational, spiral and experiential)</p>	<p>CLS</p>	<p>TBD due to Covid-19 interruption of school operations and planning.</p>	<p>Holistic and experiential -Monthly virtual meetings to support ILE, based on questions and needs stemming from practice -PD in locally developed Nai?e?a 15/25/35 high school credit courses - experiential learning approaches modelled</p>	
	<p>EAS</p>	<p>TBD due to Covid-19 interruption of school operations and planning</p>	<p>-JK/K Immersion - PD in play-based learning approaches (holistic, relational, spiral, experiential approaches modeled) Holistic and experiential: -Monthly virtual meetings to support ILE,</p>	

			<p>based on questions and needs stemming from practice</p> <ul style="list-style-type: none"> <li>-PD in locally developed Nai?e?a 15/25/35 high school credit courses - experiential learning approaches modelled</li> </ul>	
	CTS	TBD due to Covid-19 interruption of school operations and planning	<p>Holistic and experiential</p> <ul style="list-style-type: none"> <li>-Monthly virtual meetings to support ILE, based on questions and needs stemming from practice</li> <li>-PD in locally developed Nai?e?a 15/25/35 high school credit courses - experiential learning approaches modelled</li> </ul>	
	CAWS	TBD due to Covid-19 interruption of school operations and planning	<p>-JK/K Immersion - PD in play-based learning approaches (holistic, relational, spiral, experiential approaches modeled)</p> <p>Holistic and experiential:</p> <ul style="list-style-type: none"> <li>-Monthly virtual meetings to support ILE, based on questions and needs stemming from practice</li> <li>-PD in locally developed Nai?e?a 15/25/35 high school credit courses - experiential learning approaches modelled</li> </ul>	
	MMS	TBD due to Covid-19 interruption of school operations and planning	<p>Holistic and experiential</p> <ul style="list-style-type: none"> <li>-Monthly virtual meetings to support ILE, based on questions and needs stemming from practice</li> </ul>	

			-PD in locally developed Nai?e?a 15/25/35 high school credit courses - experiential learning approaches modelled	
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	CLS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Dene Kede themes and Dene Laws embedded in teaching and learning throughout school.	-Teacher and community resource people assist students in creation of Student Band Council -Weekly Friday cultural days where learning objectives JK-12 are Indigenized curriculum taught in Indigenized ways of teaching and learning - High school and junior high have Indigenous authors and Indigenous literature choices in ELA	
	EAS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Partnership with Indigenous government to create connections between local culture and school curriculum. Visits to seasonal cultural camps for teachers and students.	Increasing collaboration with Délı̨ne Got'ine Government to facilitate authentic learning on the land led by collaborative partnerships of teachers and community experts.	
	CTS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Dene	Dene Laws authentically integrated into school culture and relationships within the school	

		<p>Laws infused in school goals for student behaviours and outcomes. Mentorship of new teachers by local Indigenous teachers.</p>	<p>Strong bridging of Dene Laws learned in school to family life and community relationships Dene medicine and botany/plants valued and validated in school science learning Community leadership naturally integrated into student leadership learning Community leadership present to students on topics such as treaties and land claims</p>	
	CAWS	<p>TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Permanent outside camp available for teaching and learning.</p>	<p>Traditional skills &amp; knowledge valued and validated by time set aside for traditional camps and learning skills such as setting up camps and winter survival on the land.</p>	
	MMS	<p>TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Permanent outside camp available for teaching and learning.</p>	<p>Staff have learned traditional activities that they now share with students. Examples include: jigging, beading, snaring, trapping. Seasonal teepee activities include a variety of traditional practices and cultural learning.</p>	

## H. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>ILE Committees in each school provide information and direction as to how each school will implement Indigenization of curricula and programming. Principals are responsible for identifying where teachers need support and the degree to which efforts are being made to Indigenize curricula. School Improvement Plans, school goals, and annual school reviews are other ways that Sahtú schools are accountable for Indigenization of curricula and programming. Locally developed courses are another way to provide Indigenized programming in grades 10-12. In February 2020, seven ILEs and classroom teachers worked with the RILE and ECE ILS team to deepen understanding of integrating Dene Kede into core subject areas. Key people in each school are now able to guide teachers with Dene Kede integration.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100% of schools are in an introductory stage of implementation.</p>	<p>100%</p>	

Areas of Strength for the region	Each community school has a growing group of community people who are willing to assist in either teaching or learning activities for students or teachers.
Areas for Development for the region	Develop accountability protocols like year plans and lesson plans that outline how Dene Kede is implemented in teaching and learning in JK-9; increased professional development for high school teachers in how to Indigenize curriculum and content; align curriculum competencies with Dene Kede in JK-9 and NWT capable person competencies with teaching and learning in grades 10-12.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Stressors and school restrictions due to the pandemic severely hampered efforts to truly focus Indigenization of content for curricula and programming by teachers.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede /Inuuqatigiit and other resources as required.	CLS	TBD. Planning begins in September 2020.	Professional Development in this area was limited in 2020/21 due to pandemic impacts on schools and PD. Restorative Practices workshop in the winter for the principal/PST/ILI.	
	EAS	TBD. Planning begins in September 2020.	Professional Development in this area was limited in 2020/21 due to pandemic impacts on schools and PD.	



			Restorative Practices workshop in the winter for the principal/PST/ILI.	
	CTS	TBD. Planning begins in September 2020.	Professional Development in this area was limited in 2020/21 due to pandemic impacts on schools and PD. Restorative Practices workshop in the winter for the principal/PST/ILI.	
	CAWS	TBD. Planning begins in September 2020.	Professional Development in this area was limited in 2020/21 due to pandemic impacts on schools and PD. Restorative Practices workshop in the winter for the principal/PST/ILI.	
	MMS	TBD. Planning begins in September 2020.	Professional Development in this area was limited in 2020/21 due to pandemic impacts on schools and PD. Restorative Practices workshop in the winter for the principal/PST/ILI.	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	CLS	25%	50%	All teachers are expected to incorporate Dene Kede and are aware of different resources

				available to assist in indigenizing content.
	EAS	25%	30%	All teachers are expected to incorporate Dene Kede and are aware of different resources available to assist in indigenizing content.
	CTS	25%	30%	All teachers are expected to incorporate Dene Kede and are aware of different resources available to assist in indigenizing content.
	CAWS	25%	30%	All teachers are expected to incorporate Dene Kede and are aware of different resources available to assist in indigenizing content.

	MMS	25%	30%	All teachers are expected to incorporate Dene Kede and are aware of different resources available to assist in indigenizing content.
Type of <b>classroom-based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	CLS	Staff meet to plan how to indigenize education; cultural days every Friday which will include traditional games, moose hide tanning, fish harvesting-setting nets.	Achieved school targets as described.	
	EAS	Monthly meeting of ILE Committee. Classroom-based: phrase of the week; monthly themes from Dene Kede integrated into subjects taught; partnering with Indigenous government for use of cultural camp for authentic traditional activities infused into daily teaching and learning.	Achieved school targets as described.	
	CTS	Develop resources for Dene Kede with parents; inform parents about the Dene Kede which is	Mostly achieved school targets as described.	Pandemic restrictions curtailed parental

		being integrated into the school; cultural camp for experiential learning activities aligned with classroom lessons		involvement in classrooms
	CAWS	ILE planning meeting with staff to Indigenize education; Orange Shirt Day lessons/ experiential activities about residential schooling and reconciliation; Orange Shirt Day t-shirts with North Slavey slogan; Tent and teepee set up as alternate learning space throughout the year; On the land trip with high school students integrating cross-curricular connections.	Achieved school targets as described.	
	MMS	Whole school activities dedicated to teaching about Orange Shirt Day in September; Integrate Dene Laws in school behaviour expectations	Achieved school targets as described with integration of Dene Laws in school behaviour in progress.	

***I. Offering Key Cultural Experiences***

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID-19 has severely impacted schools' abilities to provide authentic and relevant learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. However, Sahtú schools are adapting teaching and learning to include key cultural experiences in new, innovative and creative ways that are safe under COVID-19 pandemic restrictions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100% as allowed by COVID-19 safety requirements</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Increased engagement by community members to assist schools to achieve key cultural experiences. Jordan’s Principle funding for 2021/22 will bolster schools’ abilities to hire additional staffing to offer regular (daily/weekly) access to key cultural experiences across the grades.</p>		
<p>Areas for Development for the region</p>	<p>On-going teacher professional development is needed to support teacher capacities to infuse key cultural experiences into <i>how</i> students learn and <i>what</i> they learn.</p>		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Pandemic restrictions on the physical presence of Elders and parents / community members in schools / classrooms and in school events was keenly felt in all five schools.</p>
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (If applicable)
<p>Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b>, by grade level, and % of Indigenous language included in experience.</p>	CLS	<p>TBD under COVID-19 safety requirements. Examples include: duck plucking; moose hide tanning for grades 7-12; berry picking JK-6; feeding the fire; cooking traditional food; ice fishing and setting nets.</p>	<p>100% on the land / in authentic settings</p>	<p>Indigenous language infused approximately 30% of the time.</p>
	EAS	<p>TBD under COVID-19 safety requirements. Examples include: daily visits to culture camp; moose hide tanning; fishing and setting nets;</p>	<p>100% on the land / in authentic settings</p>	<p>Indigenous language infused approximately 30% of the time.</p>

		hunting; story telling.		
	CTS	TBD under COVID-19 safety requirements. Examples include: visits to the culture camp; harvesting; smoking and drying food for winter; gathering wood; story telling; hunting.	100% on the land / in authentic settings	Indigenous language infused approximately 30% of the time.
	CAWS	TBD under COVID-19 safety requirements. Examples include: beaver trapping; learning the seasons and conditions for hunting, trapping and travel; hunting.	100% on the land / in authentic settings	Indigenous language infused approximately 30% of the time.
	MMS	TBD under COVID-19 safety requirements	One on the land trip for high school students / activities featured in cultural days	Indigenous language infused approximately 30% of the time.
Type and frequency of relevant and authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.	CLS	TBD under COVID-19 safety requirements. Examples include: Slavey greetings; prayer songs; safety information for winter land travel; beading; making drums	100%	

		and snow shoes; dog sledding information; story telling; Indigenous authors		
	EAS	TBD under COVID-19 safety requirements. Examples include: STEM activities on the land with cultural connections; Indigenous authors	100%	
	CTS	TBD under COVID-19 safety requirements. Examples include: Dene Laws and Dene Kede integrated in classroom learning.	100%	
	CAWS	TBD under COVID-19 safety requirements; Indigenization of content e.g. Indigenous authors and Indigenous choice in books/topics; school field trips that Indigenize the learning experience.	100%	
	MMS	TBD under COVID-19 safety requirements. Examples include: virtual Dene Kede	100%	



		language learning; Google Classroom as medium for language learning.		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	CLS	TBD under COVID-19 safety requirements	50% - lands people and camp attendants, experts in specific cultural activities such as beading, snow-shoe making, dry fish and dry meat making	
	EAS	TBD under COVID-19 safety requirements	50% - lands people and camp attendants, experts in specific cultural activities such as laying fish nets, dry fish and dry meat making, making drums, drumming, beading/sewing	
	CTS	TBD under COVID-19 safety requirements	75% - lands people and camp attendants, experts in specific cultural activities such as processing berries, wellness and spirituality, setting up winter camps, winter survival	
	CAWS	TBD under COVID-19 safety requirements	50% - lands people and camp attendants, experts in specific cultural activities such as moose-hide tanning, moose and duck hunting, sewing/beading, traditional medicines, storytelling, community leadership	
	MMS	TBD under COVID-19 safety requirements	80% community cultural experts for two cultural day activities such as beading/sewing, bannock making, dry geese/meat/fish making. High school student on the land trip.	

## J. Strengthening Indigenous Language Instruction

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency-based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>All training and professional development will be virtual in 2020 - 2021 due to COVID-19 safety requirements. The Sahtú relies on ECE to support the delivery of Indigenous language instruction including delivery of OLC, professional development and training. The Sahtú RILE seeks frequent PD opportunities for ILEs to support and sustain OLC delivery.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (If applicable)
<p>% of schools offering core language programming using OLC</p>	<p>100%</p>	<p>100%</p>	
<p>% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC</p>	<p>100% PD and training provided by RILE and ECE.</p>	<p>100%</p>	
<p>Type of Indigenous language resources being developed to support OLC.</p>	<p>ILIs create materials within their classroom to support</p>	<p>Manuals / handbooks/ visuals / word walls / charts</p>	

	OLC implementation. RILE responds to requests from ILIs to develop needed resources.		
Number of staff receiving training and support for development of Indigenous language resources.	8	100%	
Areas of Strength for the region	Tulita and Deline community schools are offering Dene Kede Immersion programming in JK/K. This immersion programming will continue in 2021/22.		
Areas for Development for the region	On-going professional development for ILEs in teaching methods in Dene Kede oral language fluency and assessing student oral language growth.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Community members and Elders who are strong in their language have been willing to assist ILEs over the phone during pandemic restrictions.		

### ***K. Community Support***

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Colville Lake	\$18,966	\$18,966		\$14,022	Parka making wksp Weekly cultural activity day cultural camp	The cost of the project was slightly less than anticipated.
Déline	\$16,817	\$16,817		\$7,400	Residential school On land supplies	Under spent, but funding was used to offset the higher cost in Fort Good Hope.
Fort Good Hope	\$18,325	\$18,325		\$21,898	On land projects language month activities-whole school	
Tulita	\$16,627	\$16,627		\$16,385	Orange shirt day- Residential school On school ground cultural camp Supplies for remote learning Field trip to bear rock	
Norman Wells	\$19,162	\$19,162		\$19,007	Building cultural camp Quilting workshop On land equipment Northern books	

<b>TOTAL</b>	\$89,896	\$89,896		\$78,712		Due to covid-19, some of the proposed projects weren't able to be completed. One school was overspent and the balance from another school was used to cover the difference.
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### ***L. Teaching and Learning Centres (TLCs)***

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	SDEC will be working with ECE to further train our Indigenous Language Educators virtually. There will be focus on JK/K Immersion which is being implemented this year in the Sahtú and the development of resources to support oral fluency. Resources will continue to be developed to support <i>Our Languages</i> Curriculum implementation.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b>
Type of Indigenous language resources being developed to support OLC.	Work on Pictionary Posters; play-based learning oral fluency prompts, games, sentence starters; parent resources for use at home to support classroom learning e.g. wordless picture books; scripts for school announcements	100%	

## Annual Report

Number of staff receiving training and support for development of Indigenous language resources.	7	100%	
Areas of Strength for the region	Local people who can read, write and speak their language		
Areas for Development for the region	Having TLC workers brought back into the school, as the region has three dialects.		
Additional Comments for the region	All schools in the regions should be able to have materials developed in their dialects, as it was previous to the 2020-2021 school year.		

## 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
<b>OPERATING FUND</b>			
<b>REVENUES</b>			
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
<b>TOTAL REVENUES</b>	<b>14,134,613</b>	<b>14,506,596</b>	<b>16,207,818</b>
<b>EXPENSES</b>			
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			
<b>SURPLUS (DEFICIT)</b>	<b>15,715</b>	<b>(11,698)</b>	<b>39,967</b>
<b>ACCUMULATED SURPLUS (DEFICIT)</b>	<b>55,682</b>		<b>39,967</b>

**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
<b>SALARIES</b>					
Teachers' salaries		6,200,865			6,200,865
Instruction Assistants					-
Regional Coordinators		163,116	178,677	174,402	516,195
Program Support Teachers			1,181,456		1,181,456
Wellness Counsellors					-
Support Assistants			985,045		985,045
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
<b>EMPLOYEE BENEFITS</b>					
Employee Benefits/ Allowances	20,000	334,224	35,000		389,224
Leave And Termination Benefits	-	-	-	-	-
<b>SERVICES PURCHASED/CONTRACTED</b>					
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					-
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
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
<b>TRANSFERS TO CAPITAL</b>					
<b>TOTAL</b>	<b>1,249,125</b>	<b>9,054,998</b>	<b>2,451,678</b>	<b>1,363,697</b>	<b>14,118,898</b>



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
<b><u>SALARIES</u></b>					
Regional Coordinator	178,677				178,677
Program Support Teachers	1,191,456				1,191,456
Wellness Counsellors					
Support Assistants	965,045				965,045
<b><u>EMPLOYEE BENEFITS</u></b>					
Employee Benefits/Allowances		35,000			35,000
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>					
Professional/Technical Services	30,000				30,000
Travel	35,000				35,000
Other Contracted Services					0
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>					
Materials	13,500				13,500
Freight	3,000				3,000
<b>TOTAL</b>	<b>2,416,678</b>	<b>35,000</b>	<b>-</b>	<b>-</b>	<b>2,451,678</b>

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
<b>SALARIES</b>				
Regional Coordinator	174,402			174,402
Language Instruction		999,196		999,196
Cultural Resource Staff				
Elders in Schools	51,000			51,000
<b>EMPLOYEE BENEFITS</b>				
Employee Benefits/Allowances				
<b>SERVICES PURCHASED/CONTRACTED</b>				
Professional/Technical Services				
Travel		5,000		5,000
Student Transportation (Bussing)				
Advertising/Printing/Publishing		2,000		2,000
Rentals/Leases				
Other Contracted Services				
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials		33,000	93,498	126,498
Freight		5,000		5,000
<b>TOTAL</b>	<b>225,402</b>	<b>1,044,196</b>	<b>93,498</b>	<b>1,363,097</b>

**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>
<b>Administration Staff</b>	6.00
<b>Territorial Schools:</b>	
Teachers	39.50
Consultants	1.00
Classroom Assistants	-
Secretaries	4.00
Custodians	6.00
School Community Counsellors	-
<b>Other - Specify</b>	-
<b>Inclusive Schooling:</b>	
Regional Coordinators	1.00
Program Support Teachers	7.00
Wellness Counsellors	-
Support Assistants	8.40
<b>Other - Specify</b>	-
<b>Indigenous Languages and Education</b>	
Regional Coordinators	1
Indigenous Languages Instruction Staff	8.30
<b>Other - Specify</b>	
<b>Total Person Years</b>	<b><u>82.20</u></b>

Consolidated Financial Statements of

**Sahtu Divisional Education Council**

June 30, 2021

# Sahtu Divisional Education Council

## Consolidated Financial Statements

June 30, 2021

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## **Management Discussion and Analysis (MD&A)**

### **Introduction**

The Management's Discussion and Analysis (MD&A) of the Sahtú Divisional Education Council (SDEC) financial performance provides an overall review of the Board's financial activities for the fiscal year ended June 30<sup>th</sup>, 2021. 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 Sahtú 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

Dorathy Wright – Norman Wells

Sharon Tutcho – Colville Lake

Miranda Taneton – Délı̨nę

Sally-Ann Horassi – Tulit'a

The management team of the SDEC comprised of the following;

Superintendent of Schools– Renee Closs

Assistant Superintendent – Lorraine Kuer

Supervisor of Business Affairs – Lynda Reminek

### **Financial Condition**

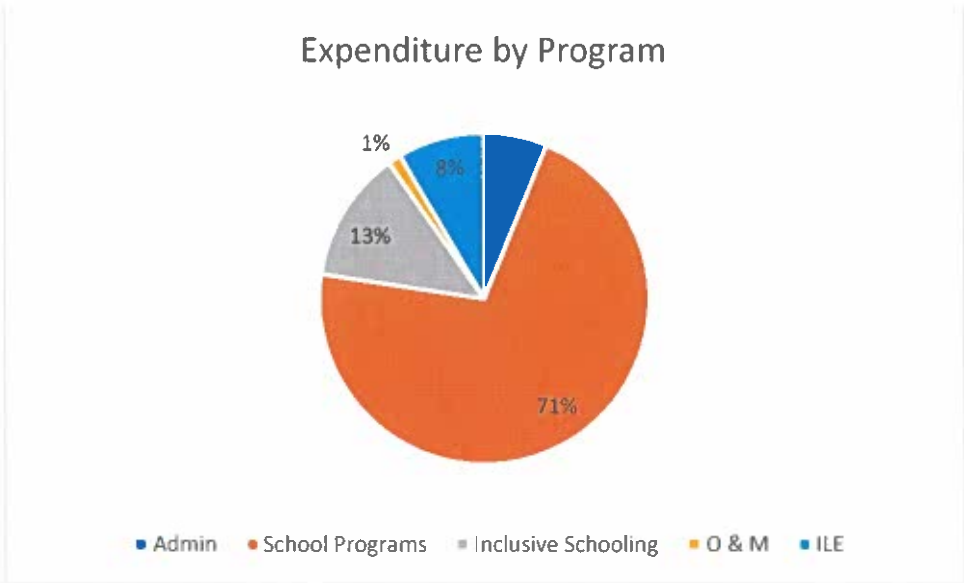
Revenues exceeded expenditures for a surplus of \$1.492M, as compared to \$416K in 2020. This resulted in a surplus fund balance \$2.175M as of June 30<sup>th</sup>, 2021, (2020 - \$682K). Additional revenue of \$716K was received from Education, Culture and Employment for extraordinary enrollment. Administration fees for managing the Jordan's Principle accounts added \$419K to the current year's revenue. In addition, the contribution agreement from Education, Culture and Employment covered costs of \$300K in Covid related

costs. Travel costs and in person training cost were replaced by video learning reducing travel related costs. Some activities such as Elders in school and school visits were curtailed due to health risks.

**Accumulated surplus (deficit) is comprised of the following:**

	2021	2020
Accumulated Surplus/ (Deficit), beginning of year	682,360	266,350
Operating Surplus / (Deficit)	1,433,314	237,677
Post - employment benefits	59,650	178,333
<b>Accumulated Surplus/ Deficit, end of year</b>	<b>\$ 2,175,324</b>	<b>\$ 682,360</b>

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 of June 30<sup>th</sup> 2021 is 1.8, (2020 - 1.7).



**Summary and Outlook**

The SDEC’s vision for education has been to provide excellence in teaching and learning within contexts that honour the culture and language of the community. Safe and caring schools allow all students to achieve success, as defined by individual students’ dreams, aspirations, and abilities. Learning continues beyond secondary school and students are equipped to meet the demands of changing times by having the skills of life-long learners.

In 2020-2021, *Growing Forward Together* captures the Sahtú schools' leadership goal to collaborate widely to find innovative solutions to historical challenges in education, while moving forward jointly with community leadership's vision for its children and what the community aspires to become. With the new school year, 2021-2022 underway, the Sahtú DEC looks move to further the implementation of *Growing Forward Together* through collaboration between school and community.

#### Priorities

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 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 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 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 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 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.



The delivery and implementation of programs were significantly impacted by the COVID-19 pandemic during the 2020-2021. Many opportunities for growth for teachers needed to be shifted from in-person to remote learning. Some programs needed to be delayed into the upcoming school year (2021-2022). The pandemic has significantly impacted the way schools operate and how we deliver programming needs to students. The impact on programming is reflected in unspent funds during the 2020-2021 school year.

**Total Student/Teacher Population by Schools**

<b>2020</b>	<b>Students</b>	<b>Teachers</b>
Mackenzie Mountain – Norman Wells	159	14
Chief Albert Wright – Tulit'a	90.5	12
Chief T'Selehye – Fort Good Hope	125.5	13
Ehtseo Ayha – Déljñę	102	11
Coville Lake – Colville Lake	58	8
<b>Totals</b>	<b>535</b>	<b>58</b>

## MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Sahtu Divisional Education Council have been conducted within the statutory powers of the Education Body. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Body Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture, and Employment of the Government of the Northwest Territories.

The financial statements have been reported on by Ashton Chartered Accountants. The auditors' report outlines the scope of their audit and their opinion on the presentation of the information included in the financial statements.



Renee Closs  
Superintendent  
Sahtu Divisional Education Council

September 13, 2021  
Date



Lynda Reminek  
Supervisor of Finance  
Sahtu Divisional Education Council

September 13, 2021  
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, 2021, 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, 2021, 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.



ASHTON  
Chartered Accountants  
Business Advisors

Hay River, NT  
September 13, 2021

# Sahtu Divisional Education Council

## Consolidated Statement of Financial Position

June 30, 2021

	2021	2020
<b>FINANCIAL ASSETS</b>		
Cash, Note 4	\$ 6,825,746	\$ 3,464,954
Special purpose funds, Note 5	141,341	227,702
Accounts receivable, Note 8	354,745	949,886
	<b>\$ 7,321,832</b>	<b>\$ 4,642,542</b>
<b>LIABILITIES</b>		
Accounts payable and accrued liabilities, Note 10	\$ 468,676	\$ 307,253
Payroll liabilities, Note 10	2,802,921	1,478,983
Deferred revenue, Note 11	704,804	964,558
Other employee future benefits and compensated absences, Note 17	1,177,572	1,236,922
	<b>5,153,973</b>	<b>3,987,716</b>
Net Financial Assets (Deficit)	<b>\$ 2,167,859</b>	<b>\$ 654,826</b>
<b>NON-FINANCIAL ASSETS</b>		
Prepaid expenses, Note 20	\$ 7,165	\$ 27,534
<b>ACCUMULATED SURPLUS (DEFICIT)</b>	<b>\$ 2,175,024</b>	<b>\$ 682,360</b>
Contractual obligations, Note 22		

Approved on behalf of council:

 Chair

 Superintendent

## Sahtu Divisional Education Council

### Consolidated Statement of Operations and Surplus

For the year ended June 30, 2021

	Budget 2021	Actual 2021	Actual 2020
<b>Revenue</b>			
Government of the Northwest Territories			
ECE Regular Contributions	\$ 13,140,945	\$ 14,475,796	\$ 14,112,397
Teaching and Learning Centres	-	-	-
French Language Instruction	55,000	57,300	55,000
ECE Other Contributions, Note 31	55,000	555,797	82,580
Total ECE	13,250,945	15,088,893	14,249,977
GNWT Other Contributions, Note 32	208,000	97,002	334,140
Total GNWT	\$ 13,458,945	\$ 15,185,895	\$ 14,584,117
Jordan's Principle	2,664,011	2,657,111	408,159
Total Government of Canada	2,664,011	2,657,111	408,159
Education council generated funds			
Interest income	55,000	37,898	61,118
Other	235,396	572,384	125,276
	290,396	610,282	186,394
	16,413,352	18,453,288	15,178,670
<b>Expenses</b>			
Administration	1,393,947	882,451	861,973
School programs	8,827,888	10,231,848	9,783,931
Inclusive schooling	2,104,689	1,855,849	2,425,749
Operations and maintenance	-	182,639	155,382
Aboriginal languages	1,309,419	1,210,076	1,305,800
Jordan's Principal	2,664,011	2,657,111	408,158
	16,299,954	17,019,974	14,940,993
<b>Operating Surplus (Deficit) before other item</b>	<b>\$ 113,398</b>	<b>\$ 1,433,314</b>	<b>\$ 237,677</b>
Other item:			
Other employee future benefits and compensated absences, Note 17		59,350	178,333
	\$ 113,398	\$ 1,492,664	\$ 416,010
<b>Accumulated surplus (Deficit), beginning of year</b>		<b>\$ 682,360</b>	<b>\$ 266,350</b>
<b>Accumulated surplus (deficit), end of year</b>		<b>\$ 2,175,024</b>	<b>\$ 682,360</b>

**Sahtu Divisional Education Council**  
 Consolidated Statement of Changes in Net Assets (Debt)

For the year ended June 30, 2021

	2021	2020
Annual surplus (deficit)	\$ 1,492,664	\$ 416,010
Change in prepaid expenses	20,369	19,035
Increase (decrease) in net financial resources	1,513,033	435,045
Net financial resources, beginning of year	654,826	219,781
Net financial resources, end of year	\$ 2,167,859	\$ 654,826

# Sahtu Divisional Education Council

## Consolidated Statement of Cash Flow

For the year ended June 30, 2021

	2021	2020
<b>Cash provided by (used in):</b>		
<b>Operating Transactions</b>		
Operating Surplus (Deficit)	\$ 1,492,664	\$ 416,010
	1,492,664	416,010
Change in non-cash assets and liabilities:		
Accounts receivable	595,141	316,712
Accounts payable and accrued liabilities	161,423	104,250
Payroll liabilities	1,323,938	(537,833)
Deferred revenue	(259,754)	(66,438)
Post-employment benefits	(59,350)	(178,333)
Prepaid expenses	20,369	19,035
	1,781,767	(342,607)
Increase (Decrease) in cash and cash equivalents	3,274,431	73,403
Cash and cash equivalents, beginning of year	3,692,656	3,619,253
Cash and cash equivalents, end of year	\$ 6,967,087	\$ 3,692,656
Consists of:		
Cash	\$ 6,825,746	\$ 3,464,954
Special purpose funds	141,341	227,702
	\$ 6,967,087	\$ 3,692,656



# Sahtu Divisonal Education Council

Consolidated Detail of Expenses

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accom.	Operations & Maintenance	Administration	Aboriginal Languages	Jordan's Principal	2021 Total	2021 Budget	2020 Total
<b>Salaries</b>										
Teachers' salaries	\$ 6,948,534	\$ 736,358	\$ -	\$ -	\$ -	\$ 868,683	\$ 1,795,433	\$ 10,349,008	\$ 9,653,629	\$ 8,669,117
Instruction assistants	108,910	873,598	-	-	10,911	172,960	-	1,166,379	1,063,140	1,062,969
Non-instructional staff	1,376,339	170,424	-	-	716,479	23,533	-	2,286,775	2,849,256	2,239,152
Board/Trustee honorarium	1,405	-	-	-	31,375	-	-	32,780	207,807	13,642
	8,435,188	1,780,380	-	-	758,765	1,065,176	1,795,433	13,834,942	13,773,832	11,984,880
<b>Employee Benefits</b>										
Employee benefits and allowances	-	-	-	-	-	-	-	-	-	9,022
Leave and termination benefits	296,264	-	-	-	-	-	-	296,264	364,112	430,856
	296,264	-	-	-	-	-	-	296,264	364,112	439,878
<b>Services Purchased/Contracted</b>										
Professional services	402,635	15,637	-	-	-	-	-	418,272	391,967	428,511
Postage and communication	44,518	-	-	-	17,212	-	-	61,730	40,000	69,436
Utilities	-	-	-	-	-	-	-	-	-	-
Heating	-	-	-	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-	-	-	-
Travel	18,192	6,615	-	-	33,635	183	-	58,625	41,576	175,388
Student transportation (busing)	150,535	-	-	-	-	-	-	152,372	150,536	150,536
Advertising/printing/publishing	-	-	-	-	4,510	-	1,837	4,510	-	1,405
Maintenance and repair	117,399	-	-	-	-	-	-	117,399	14,200	45,299
Rentals and leases	-	-	-	7,200	-	-	-	7,200	106,752	148,182
Other contracted services	42,599	-	-	175,439	-	-	86,512	304,550	211,604	252,928
Other	16,210	52,544	-	-	53,192	-	449,305	571,251	338,999	50,671
	792,088	74,796	-	182,639	108,549	183	537,654	1,695,909	1,295,534	1,322,366
<b>Materials, Supplies and Freight</b>										
Materials	674,519	27	-	-	12,173	140,089	324,024	1,150,832	673,851	1,178,157
Freight	33,789	646	-	-	2,964	4,628	-	42,027	192,625	15,712
	708,308	673	-	-	15,137	144,717	324,024	1,192,859	866,476	1,193,869
<b>Contributions/Transfers</b>										
Transfers	-	-	-	-	-	-	-	-	-	-
<b>Debt Services</b>										
Other	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>\$ 10,231,848</b>	<b>\$ 1,855,849</b>	<b>\$ -</b>	<b>\$ 182,639</b>	<b>\$ 882,451</b>	<b>\$ 1,210,076</b>	<b>\$ 2,657,111</b>	<b>\$ 17,019,974</b>	<b>\$ 16,299,954</b>	<b>\$ 14,940,993</b>

# SAHTU DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education Expenses

For the year ended June 30, 2021

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	2021 Total
<b>Salaries</b>					
ALCBE teachers	\$ 868,683	\$ -	\$ -	\$ -	\$ 868,683
Language consultants	-	-	-	-	-
Instruction assistants	172,961	-	-	-	172,961
Non-instructional staff	-	-	-	-	-
Honoraria	-	-	-	-	-
Elders in schools	23,533	-	-	-	23,533
	1,065,177	-	-	-	1,065,177
<b>Employee Benefits</b>					
Employee benefits and allowances	-	-	-	-	-
<b>Services Purchased/Contracted</b>					
Professional services	-	-	-	-	-
Postage and communication	-	-	-	-	-
Travel	-	-	-	183	183
Student transportation (busing)	-	-	-	-	-
Advertising, printing and publishing	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-
Rentals and leases	-	-	-	-	-
Other contracted services	-	-	-	-	-
	-	-	-	183	183
<b>Materials, Supplies and Freight</b>					
Materials	-	118,789	-	21,302	140,091
Freight	-	-	-	4,625	4,625
	-	118,789	-	25,927	144,716
<b>Total</b>	\$ 1,065,177	\$ 118,789	\$ -	\$ 26,110	\$ 1,210,076

## Sahtu Divisional Education Council

### Inclusive Schooling Expenses

For the year ended June 30, 2021

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<b>Salaries</b>					
Program Support Teachers	\$ 873,598	\$ -	\$ -	\$ -	\$ 873,598
Support Assistants	736,358	-	-	-	736,358
Regional Coordinator	170,424	-	-	-	170,424
	1,780,380	-	-	-	1,780,380
<b>Employee Benefits</b>					
Employee benefits and allowances	-	-	-	-	-
<b>Services Purchased/Contracted</b>					
Professional/Technical Services	15,636	-	-	-	15,636
Travel	6,615	-	-	-	6,615
Student Transportation (Busing)	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-
Rentals/Leases	-	-	-	-	-
Other contracted services	52,544	-	-	-	52,544
	74,795	-	-	-	74,795
<b>Materials, Supplies and Freight</b>					
Materials	28	-	-	-	28
Freight	646	-	-	-	646
	674	-	-	-	674
<b>Total</b>	\$ 1,855,849	\$ -	\$ -	\$ -	\$ 1,855,849

# Sahtu Divisional Education Council

## French Language Programs

For the year ended June 30, 2021

	ECE Contributions July 1 to June 30	Commitment from Sahtu July 1 to June 30	Expenses July 1 to June 30
<b>Special projects:</b>			
Core French Instruction	\$ 57,300	\$ 84,657	\$ 145,600

# Sahtu Divisional Education Council

Jordan's Principal

For the year ended June 30, 2021

	June 30, 2021 Budget	Full Year Total June 30, 2021 Actual	June 30, 2020 Actual	9 and 3 Month Split July 1, 2020 - Mar 31, 2021 Actual	Apr 1, 2021 - Jun 30, 2021 Actual
<b>Revenue</b>					
Government of Canada					
FN and Inuit Health Branch	\$ -	\$ 2,273,699	\$ 350,700	\$ 1,611,200	\$ 662,499
Carry Forward from Previous Year	-	614,336	671,795	-	-
<b>Total Revenue</b>	-	<b>2,888,035</b>	<b>1,022,495</b>	<b>1,611,200</b>	<b>662,499</b>
<b>Expenses</b>					
Administration	-	-	-	-	-
Personnel	-	1,795,433	169,244	1,206,560	1,795,433
Transportation	-	1,837	103,577	-	1,837
Materials and Supplies	-	324,025	85,255	272,090	324,025
Rent and Utilities	-	-	-	-	-
Evaluation	-	-	50,083	-	-
Speech Language Pathology	-	30,232	-	21,095	30,232
Consulting	-	86,511	-	17,453	86,511
Other	-	419,073	-	-	419,073
<b>Total Expenses</b>	-	<b>2,657,111</b>	<b>408,159</b>	<b>1,517,198</b>	<b>2,657,111</b>
<b>Net Surplus/(Deficit)</b>	-	<b>\$ 230,924</b>	<b>\$ 614,336</b>	<b>\$ 94,002</b>	<b>\$ -</b>
<b>Deferred revenue</b>		<b>\$ 230,924</b>	<b>\$ 614,336</b>	<b>\$ -</b>	<b>\$ -</b>

**Sahtu Divisional Education Council**

Northern Distance Learning

For the year ended June 30, 2021

	Budget	MMS	CAWS	CTS	EAS	CLS	Total	July 1 to March 31	April 1 to June 30	Total
<b>Revenue</b>										
Education, Culture and Employment	\$ -	\$ 33,500	\$ 33,500	\$ 33,500	\$ 32,500	\$ 43,500	\$ 176,500	\$ -	\$ -	\$ 176,500
Other	-	-	-	-	-	-	-	-	-	-
	-	33,500	33,500	33,500	32,500	43,500	176,500	-	-	176,500
<b>Expenses</b>										
<b>Salaries/Wages</b>										
Instructional Staff	-	-	-	-	-	-	-	-	-	-
<i>Teachers</i>	-	-	-	-	-	-	-	-	-	-
<i>On-site support person</i>	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff	-	-	-	-	-	-	-	-	-	-
<i>Moodle (Online strategy)</i>	-	-	-	-	-	-	-	-	-	-
<i>DL Coordinator</i>	-	-	-	-	-	-	-	-	-	-
<i>PD - online learning field</i>	-	10,083	17,528	11,266	8,173	5,483	52,533	23,666	28,867	52,533
Other	-	-	-	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>										
Network	-	-	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-	-	-
<i>Coordinator travel</i>	-	-	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-	-	-
<i>In-service release</i>	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
<i>IT support</i>	-	-	-	-	-	-	-	-	-	-
<b>Materials, Supplies and Freight</b>										
Computer Equipment	-	-	-	-	-	-	-	-	-	-
<i>Document cameras</i>	-	-	-	-	-	-	-	-	-	-
<i>Phone</i>	-	-	-	-	-	-	-	-	-	-
<i>Laptop</i>	-	-	-	-	-	-	-	-	-	-
<i>Video (Monopad)</i>	-	-	-	-	-	-	-	-	-	-
<i>Wireless adapters and splitter</i>	-	-	-	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
<b>Total expenses</b>	-	10,083	17,528	11,266	8,173	5,483	52,533	23,666	28,867	52,533
<b>Net surplus/(deficit)</b>	\$ -	\$ 23,417	\$ 15,972	\$ 22,234	\$ 24,327	\$ 38,017	\$ 123,967	\$ (23,666)	\$ (28,867)	\$ 123,967

# Sahtu Divisional Education Council

## Student Success Initiative Projects

For the year ended June 30, 2021

	Budget 2020-2021	Actual 2020-2021
Revenue		
Education, Culture and Employment	\$ 55,000	\$ 55,000
NWTTA	65,232	65,232
<b>Total Revenue</b>	<b>120,232</b>	<b>120,232</b>
Expenses		
<b>Professional Development</b>		
<u>Salaries/Wages</u>		
Facilitator fees ( include per diem)	55,000	64,185
Substitute teacher wages	-	-
Staff (p/y)	-	-
<u>Travel</u>		
Facilitator travel	-	1,000
Staff travel	-	-
Accommodation/Daily per diems	-	-
Other expenses	-	-
<u>Workshop Expenses</u>		
Room rental	-	-
Refreshments	-	-
Resources	-	1,825
Miscellaneous	-	113
<b>Total Professional Development</b>	<b>55,000</b>	<b>67,123</b>
<b>Program Delivery (ECE SSI Funding Only)</b>		
<u>Salaries/Wages</u>		
Facilitator fees ( include per diem)	60,000	46,900
Substitute teacher wages	-	-
Staff (p/y)	-	-
<u>Other Expenses</u>		
Room rental	-	-
Materials and Supplies	5,232	8,920
Miscellaneous	-	-
<b>Total Program Delivery</b>	<b>65,232</b>	<b>55,820</b>
<b>Total Expenses</b>	<b>120,232</b>	<b>122,943</b>
<b>Net Surplus/(Deficit)</b>	<b>-</b>	<b>(2,711)</b>

# Sahtu Divisional Education Council

## Notes to the Consolidated Financial Statements

June 30, 2021

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### 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, 2021

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### 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, 2021

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### (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, 2021

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### 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, 2021

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### Note 2. Summary of Significant Accounting Policies (continued)

#### (m) Special Purpose Funds

School activity funds which are fully controlled by the Education Body with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefits.

Student activity funds which are controlled by students or parties other than the Education Body are not included even if custody of the funds is held by the Education Body.

### Note 3. Future Accounting Changes and Adoption of New Accounting Standards

#### Future Accounting Changes

##### *Revenues - Section PS 3400*

PSAB has approved Section PS 3400, Revenues. This Section establishes standards on how to account for and report on revenue. This Section applies to fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted. This Section may be applied retroactively or prospectively. Management is currently assessing the impact of the standard.

##### *Financial Instruments - Section PS 3450*

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. Management is currently assessing the impact of the standard.

## Sahtu Divisional Education Council

### Consolidated Statement of Operations and Surplus

For the year ended June 30, 2021

#### Note 4. Cash and Cash Equivalents

	2021		2020	
Cash	\$	6,825,746	\$	3,464,954
Short term investments		-		-
	\$	6,825,746	\$	3,464,954

#### 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.

	2021		2020	
Colville Lake	\$	3,750	\$	-
Deline		11,250		36,765
Fort Good Hope		10,949		48,181
Norman Wells		58,109		28,263
Tulita		9,000		38,994
SDEC (CJC)		48,283		75,499
	\$	141,341	\$	227,702

#### Note 6. Restricted Assets - Not Applicable

#### Note 7. Portfolio Investments - Not Applicable

#### Note 8. Accounts Receivable

	Receivables 2021		AFDA 2021		Net 2021		Net 2020	
GNWT - ECE	\$	150,096	\$	-	\$	150,096	\$	66,732
GNWT - HSS		-		-		-		-
GNWT - MACA		77,177		-		77,177		15,000
GNWT - Justice		28,000		-		28,000		28,000
GNWT - ENR		-		-		-		-
Total Due from GNWT		255,273		-		255,273		109,732
WSCC		-		-		-		-
Other		209,740		110,268		99,472		840,154
	\$	465,013	\$	110,268	\$	354,745	\$	949,886

#### Note 9. Inventories - Not Applicable

## Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2021

### Note 10. Accounts Payable and Accrued Liabilities

	2021	2020
Accounts payable and accrued liabilities		
GNWT	\$ 225,711	\$ 80,170
WSCC	69,696	29,666
Trade payables	173,269	197,417
	468,676	307,253
Payroll liabilities		
To GNWT (A)	2,137,368	460,277
To Employees (B)	543,021	940,430
Annual Leave	113,774	69,853
Lieu	1,974	2,322
Other	6,784	6,101
	2,802,921	1,478,983
	\$ 3,271,597	\$ 1,786,236

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

	2021	2020
MACA		
Active After School	\$ 58,949	\$ -
Youth Contribution	29,085	29,865
Rainbow Coalition	19,500	-
Justice		
Community Justice	48,283	75,499
ECE		
Northern Distance Learning	-	60,867
Library	127,398	91,335
Indigenous Language Education	-	92,656
Covid-19 Support Funding	190,665	-
Government of Canada		
Jordan's Principal	230,924	614,336
	\$ 704,804	\$ 964,558

## Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2021

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**Note 12. Contribution Repayable - Not Applicable**

**Note 13. Due From and To the Government of Canada - Not Applicable**

**Note 14. Capital Lease Obligations - Not Applicable**

**Note 15. Pension - Not Applicable**

**Note 16. Long-term Debt - Not Applicable**

**Note 17. Other employee future benefits and compensated absences**

The Education Body provides severance (resignation and retirement), removal and compensated absence (sick, special maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a deficit equal to the accrued post-employment benefits obligation.

Severance benefits are paid to employees based on the types of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment, and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the Projected Unit Credit methodology.

Compensated absence benefits generally accrue as employees render services and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under the compensated absence benefits were valued using the expected utilization methodology.

### **Valuation results**

The actuarial valuation was completed as at February 15, 2019. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at February 15, 2019 and the results extrapolated to June 30, 2021. 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, 2021

### Note 17. Other employee future benefits and compensated absences (continued)

	Severance and removal	Compensated Absences	2021	2020
<b>Changes in Obligation</b>				
Accrued benefit obligations beginning of the year	\$ 730,198	\$ 145,203	\$ 875,401	\$ 953,859
Current period benefit cost	58,394	14,414	72,808	67,811
Interest accrued	19,836	4,059	23,895	30,129
Benefits payments	(36,827)	(30,915)	(67,742)	(186,719)
Actuarial (gain)/loss	(129,348)	2,440	(126,908)	10,321
Plan amendments	-	-	-	-
Accrued benefit obligation end of year	642,253	135,201	777,454	875,401
Unamortized net actuarial gain	395,346	4,772	400,118	361,521
Net future obligation	1,037,599	139,973	1,177,572	1,236,922
<b>Benefits Expense</b>				
Current period benefit cost	58,394	14,414	72,808	67,811
Interest accrued	19,836	4,059	23,895	30,129
Plan amendments	(79,682)	(8,627)	(88,309)	-
Amortization of actuarial gains	-	-	-	(89,554)
	(1,452)	9,846	8,394	8,386

The discount rate used to determine the accrued benefit obligation is an average of 2.7%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance and removal	Compensated Absences	Total
Year 1	\$ 83,301	\$ 15,626	\$ 98,927
Year 2	64,606	13,156	77,762
Year 3	56,737	11,904	68,641
Year 4	53,778	12,313	66,091
Year 5	51,421	11,332	62,753
Next 5 years	232,223	50,297	282,520
	\$ 542,066	\$ 114,628	\$ 656,694



# Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2021

Note 18. Trust Assets and Liabilities under Administration - Not Applicable

Note 19. Tangible Capital Asset - Not Applicable

Note 20. Prepaid Expenses

	2021	2020
Prepaid expenses	\$ 7,165	\$ 27,534

Note 21. GNWT Assets Provided at No Cost

	Cost	Accumulated Amortization	Net Book Value	
			2021	2020
<b>Buildings</b>				
Schools and colleges	\$ 67,332,558	\$ 26,401,069	\$ 40,931,489	\$ 42,372,795
Staff Housing	275,800	137,983	137,817	150,159
	\$ 67,608,358	\$ 26,539,052	\$ 41,069,306	\$ 42,522,954

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, 2021.

	Expires in Fiscal Year *	2022	2023 and thereafter	Total
Commercial and residential leases	2024	\$ 106,752	\$ 124,544	\$ 231,296
Operational leases	2023	6,764	2,745	9,509

\* 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, 2021

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## 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 4, 2020 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, 2021.

### 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, 2021

### 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

	2021 Budget	2021 Actual	2020 Actual
Salaries	\$ 13,773,832	\$ 13,834,942	\$ 11,984,880
Employee Benefits	364,112	296,264	439,878
Services Purchased/Contracted	1,295,534	1,695,909	1,322,366
Materials, Supplies and Freight	866,476	1,192,859	1,193,869
Debt Services	-	-	-
	\$ 16,299,954	\$ 17,019,974	\$ 14,940,993

### 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

	2021	2020
Library	\$ 144,000	\$ 140,000
Distance learning	176,500	100,500
Self regulation	6,000	-
Covid - 19 support	542,984	-
Health and wellness	-	11,660
Less: Deferred revenue & contributions repaid	(313,687)	(169,580)
	\$ 555,797	\$ 82,580

## Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2021

### Note 32. GNWT - Other Contributions

	2021	2020
MACA		
Active After School	\$ 59,900	\$ 73,599
Youth Contribution	17,250	-
Rainbow	19,500	-
TAKT	24,000	8,000
Fiddle	-	2,500
HSS		
Drop The Pop	8,900	8,850
Nutrition North	28,000	28,000
Justice		
Community Justice	56,000	56,000
Less: Deferred revenue & contributions repaid	(116,548)	157,191
	<u>\$ 97,002</u>	<u>\$ 334,140</u>

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, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Government of the Northwest Territories	\$ 13,458,945	\$ 15,185,895	\$ 15,166,583
Other education body generated funds	290,396	610,282	276,440
	<u>13,749,341</u>	<u>15,796,177</u>	<u>15,443,023</u>
<b>Expenditure</b>			
Administration	1,393,947	764,639	1,012,430
School programs	8,827,888	9,939,748	9,681,725
Inclusive schooling	2,104,689	1,855,849	2,113,791
Operations and maintenance	-	182,639	139,973
Aboriginal languages	1,309,419	1,210,076	1,355,828
Jordan's Principal	-	2,657,111	408,158
	<u>13,635,943</u>	<u>16,610,062</u>	<u>14,711,905</u>
Excess (Deficiency) of Revenue over Expenditur	\$ 113,398	\$ (813,885)	\$ 731,118
Accumulated surplus (deficit), beginning of year		3,798,773	3,067,655
Accumulated surplus (deficit), end of yea		\$ 2,984,888	\$ 3,798,773

# SATHU DIVISIONAL EDUCATION COUNCIL

Schedule A-2 - Details of Council Expenses (Non-Consolidated)

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Council Administration	Aboriginal Languages	Jordan's Principal	2021 Total
<b>Salaries</b>								
Teachers' salaries	\$ 6,927,018	\$ 736,358	\$ -	\$ -	\$ -	\$ 868,683	\$ 1,795,433	\$ 10,327,492
Instruction Assistant	108,910	873,598	-	-	-	172,960	-	1,155,468
Non Instructional Staff	1,302,768	170,424	-	-	686,958	23,533	-	2,183,683
Board/Trustee Honoraria	-	-	-	-	7,308	-	-	7,308
	8,338,696	1,780,380	-	-	694,266	1,065,176	1,795,433	13,673,951
<b>Employee Benefits</b>								
Employee benefits and allowances	-	-	-	-	-	-	-	-
Leave and termination benefits	296,264	-	-	-	-	-	-	296,264
	296,264	-	-	-	-	-	-	296,264
<b>Services Purchased/Contracted</b>								
Professional/Technical Services	402,635	15,637	-	-	-	-	-	418,272
Postage/Communication	44,518	-	-	-	17,212	-	-	61,730
Utilities								
Heating	-	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-	-
Travel	18,192	6,615	-	-	33,635	183	-	58,625
Student Travel (busing)	150,535	-	-	-	-	-	1,837	152,372
Advertising/Printing/Publishing	-	-	-	-	-	-	-	-
Maintenance/Repair	117,399	-	-	-	-	-	-	117,399
Rentals/Leases	-	-	-	7,200	-	-	-	7,200
Other - Contracted Services	42,599	-	-	175,439	-	-	86,512	304,550
Other - Miscellaneous	16,210	52,544	-	-	9,143	-	449,305	527,202
	792,088	74,796	-	182,639	59,990	183	537,654	1,647,350
<b>Materials, Supplies and Freight</b>								
Materials	478,911	27	-	-	7,419	140,089	324,024	950,470
Freight	33,789	646	-	-	2,964	4,628	-	42,027
	512,700	673	-	-	10,383	144,717	324,024	992,497
<b>Contributions and Transfers</b>								
Transfers to DEAs	-	-	-	-	-	-	-	-
Transfers to Capital	-	-	-	-	-	-	-	-
<b>Amortization</b>								
Amortization	-	-	-	-	-	-	-	-
<b>Debt Services</b>								
Debt Services	-	-	-	-	-	-	-	-
<b>Total</b>	\$ 9,939,748	\$ 1,855,849	\$ -	\$ 182,639	\$ 764,639	\$ 1,210,076	\$ 2,657,111	\$ 16,610,062

# SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-1 District Education Authorities  
Statement of Operations - Non-Consolidated

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ -	113,507	126,000
GNWT	-	633,096	526,175
Other	-	3,500	-
Deferred Revenue	-	(276,398)	(152,128)
Contributions Repaid	-	(64,598)	(25,896)
	-	295,600	348,151
<b>Total revenue</b>	-	<b>409,107</b>	<b>474,151</b>
<b>Expenditure</b>			
Administration	-	117,812	116,442
School programs	-	292,100	348,150
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	\$ -	409,912	464,592
<b>Surplus (Deficit)</b>	-	<b>(805)</b>	<b>9,559</b>
<b>Opening equity</b>		<b>65,102</b>	<b>55,543</b>
<b>Closing equity</b>	\$	<b>64,297</b>	\$ <b>65,102</b>
<b>Composition of Ending Accumulated Surplus</b>			
Cash	\$	-	\$ -
Accounts receivable		64,297	65,102
Accounts payable		-	-
	\$	<b>64,297</b>	\$ <b>65,102</b>

# SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-2 - Details of DEA Expenses  
 Non-Consolidated  
 For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accom.	Operations and Maintenance	Council Administration	Aboriginal Languages	Total
<b>Salaries</b>							
Teachers' Salaries	\$ 21,516	\$ -	\$ -	\$ -	\$ -	\$ -	21,516
Instruction Assistant	-	-	-	-	10,911	-	10,911
Non-instructional Staff	73,571	-	-	-	29,521	-	103,092
Board/Trustee Honorarium	1,405	-	-	-	24,067	-	25,472
	96,492	-	-	-	64,499	-	160,991
<b>Employee Benefits</b>							
Employee Benefits and Allowances	-	-	-	-	-	-	-
Leave and Termination	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Heating	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation (busing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	4,510	-	4,510
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Fees	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	44,049	-	44,049
	-	-	-	-	48,559	-	48,559
<b>Materials/Supplies/Freight</b>							
Materials	195,608	-	-	-	4,754	-	200,362
Freight	-	-	-	-	-	-	-
	195,608	-	-	-	4,754	-	200,362
<b>Total</b>	<b>\$ 292,100</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 117,812</b>	<b>\$ -</b>	<b>\$ 409,912</b>



# COLVILE LAKE

District Education Authority  
Statement of Operations

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ -	\$ 17,408	\$ 17,000
GNWT	-	61,850	9,597
Other	-	-	-
Deferred Revenue	-	(3,750)	-
Contributions Repaid	-	(38,016)	-
	-	37,492	26,597
<b>Expenses</b>			
Administration	-	25,433	22,514
School programs	-	20,084	9,597
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	45,517	32,111
Surplus (Deficit)	-	(8,025)	(5,514)
Opening equity		8,469	13,983
Closing equity	\$	444	\$ 8,469
<b>Composition of Closing Equity</b>			
Cash	\$	-	\$ -
Accounts Receivable		444	8,469
Accounts Payable		-	-
	\$	444	\$ 8,469

# COLVILLE LAKE

District Education Authority  
Details of Expenses

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	-	-	-	-	11,578	-	11,578
	-	-	-	-	11,578	-	11,578
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	13,855	-	13,855
Other - Special Requests	-	-	-	-	13,855	-	13,855
	-	-	-	-	13,855	-	13,855
<b>Materials/Supplies/Freight</b>							
Materials	20,084	-	-	-	-	-	20,084
Freight	-	-	-	-	-	-	-
	20,084	-	-	-	-	-	20,084
<b>Total</b>	\$ 20,084	\$ -	\$ -	\$ -	\$ 25,433	\$ -	\$ 45,517

# NORMAN WELLS

District Education Authority  
Statement of Operations

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ -	\$ 27,728	\$ 30,000
GNWT	-	193,463	123,398
Other	-	3,500	-
Deferred Revenue	-	(93,341)	(28,264)
Contributions Repaid	-	(4,077)	-
	-	127,273	125,134
<b>Expenses</b>			
Administration	-	23,637	18,303
School programs	-	96,045	95,134
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	119,682	113,437
Surplus (Deficit)	-	7,591	11,697
Opening equity		15,341	3,644
Closing equity	\$	22,932	\$ 15,341
<b>Composition of Closing Equity</b>			
Cash	\$	-	\$ -
Accounts Receivable		22,932	15,341
Accounts Payable		-	-
	\$	22,932	\$ 15,341

# NORMAN WELLS

District Education Authority  
Details of Expenses

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	28,912	-	-	-	11,440	-	40,352
Board/Trustee Honoraria	-	-	-	-	-	-	-
	28,912	-	-	-	11,440	-	40,352
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	12,197	-	12,197
	-	-	-	-	12,197	-	12,197
<b>Materials/Supplies/Freight</b>							
Materials	67,133	-	-	-	-	-	67,133
Freight	-	-	-	-	-	-	-
	67,133	-	-	-	-	-	67,133
<b>Total</b>	\$ 96,045	\$ -	\$ -	\$ -	\$ 23,637	\$ -	\$ 119,682

## DELINE

### District Education Authority Statement of Operations

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ -	\$ 21,880	\$ 26,000
GNWT	-	135,855	124,347
Other	-	-	-
Deferred Revenue	-	(63,782)	(36,764)
Contributions Repaid	-	(15,996)	-
	-	77,957	113,583
<b>Expenses</b>			
Administration	-	21,023	10,419
School programs	-	56,077	87,583
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	77,100	98,002
Surplus (Deficit)	-	857	15,581
Opening equity		20,298	4,717
Closing equity	\$	21,155	\$ 20,298
<b>Composition of Closing Equity</b>			
Cash	\$	-	\$ -
Accounts Receivable		21,155	20,298
Accounts Payable		-	-
	\$	21,155	\$ 20,298

**DELINE**

District Education Authority  
Details of Expenses

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
<b>Salaries</b>							
Teachers' Salaries	\$ 21,516	\$ -	\$ -	\$ -	\$ -	\$ -	21,516
Instruction Assistant	-	-	-	-	10,911	-	10,911
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	1,405	-	-	-	2,143	-	3,548
	22,921	-	-	-	13,054	-	35,975
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	3,243	-	3,243
	-	-	-	-	3,243	-	3,243
<b>Materials/Supplies/Freight</b>							
Materials	33,156	-	-	-	4,726	-	37,882
Freight	-	-	-	-	-	-	-
	33,156	-	-	-	4,726	-	37,882
<b>Total</b>	\$ 56,077	\$ -	\$ -	\$ -	\$ 21,023	\$ -	\$ 77,100

# FORT GOOD HOPE

District Education Authority  
Statement of Operations

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ -	\$ 25,019	\$ 26,000
GNWT	-	119,536	165,207
Other	-	-	-
Deferred Revenue	-	(61,604)	(48,181)
Contributions Repaid	-	(4,990)	-
	-	77,961	143,026
<b>Expenses</b>			
Administration	-	32,370	24,364
School programs	-	52,942	117,026
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	85,312	141,390
Surplus (Deficit)	-	(7,351)	1,636
Opening equity		10,506	8,870
Closing equity	\$	3,155	\$ 10,506
<b>Composition of Closing Equity</b>			
Cash	\$	-	\$ -
Accounts Receivable		3,155	10,506
Accounts Payable		-	-
	\$	3,155	\$ 10,506

# FORT GOOD HOPE

## District Education Authority Details of Expenses

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	14,420	-	-	-	11,924	-	26,344
Board/Trustee Honoraria	-	-	-	-	9,553	-	9,553
	14,420	-	-	-	21,477	-	35,897
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	4,510	-	4,510
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	6,383	-	6,383
	-	-	-	-	10,893	-	10,893
<b>Materials/Supplies/Freight</b>							
Materials	38,522	-	-	-	-	-	38,522
Freight	-	-	-	-	-	-	-
	38,522	-	-	-	-	-	38,522
<b>Total</b>	<b>\$ 52,942</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 32,370</b>	<b>\$ -</b>	<b>\$ 85,312</b>



# TULITA

## District Education Authority Statement of Operations

For the year ended June 30, 2021

	2021 Budget	2021 Actual	2020 Actual
<b>Revenue</b>			
Contributions from Divisional Council	\$ -	\$ 21,472	\$ 27,000
GNWT	-	122,392	103,626
Other	-	-	-
Deferred Revenue	-	(53,921)	(38,919)
Contribution Repayable	-	(1,519)	(25,896)
	-	88,424	65,811
<b>Expenses</b>			
Administration	-	15,349	40,842
School programs	-	66,952	38,810
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	82,301	79,652
Surplus (Deficit)	-	6,123	(13,841)
Opening equity		10,488	24,329
Closing equity	\$	16,611	\$ 10,488
<b>Composition of Closing Equity</b>			
Cash	\$	-	\$ -
Accounts Receivable		16,611	10,488
Accounts Payable		-	-
	\$	16,611	\$ 10,488

**Signature:**

**Email:** rcloss@sahtudec.ca

**TULITA**

District Education Authority  
Details of Expenses

For the year ended June 30, 2021

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
<b>Salaries</b>							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	30,239	-	-	-	6,157	-	36,396
Board/Trustee Honoraria	-	-	-	-	793	-	793
	<u>30,239</u>	-	-	-	<u>6,950</u>	-	<u>37,189</u>
<b>Employee Benefits</b>							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	8,371	-	8,371
	-	-	-	-	<u>8,371</u>	-	<u>8,371</u>
<b>Materials/Supplies/Freight</b>							
Materials	36,713	-	-	-	28	-	36,741
Freight	-	-	-	-	-	-	-
	<u>36,713</u>	-	-	-	<u>28</u>	-	<u>36,741</u>
<b>Total</b>	<b>\$ 66,952</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,349</b>	<b>\$ -</b>	<b>\$ 82,301</b>

## Approvals

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### Operating Plan

  
Education Body Chair

  
Superintendent


  
Date


  
Date

### Annual Report

  
Education Body Chair

  
Superintendent

  
Date

  
Date

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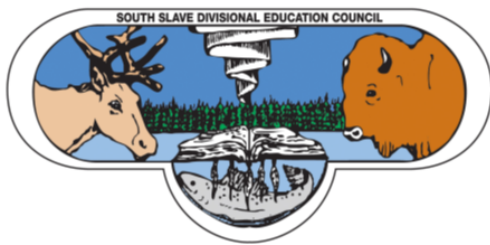
Education Accountability Framework

# South Slave Divisional Education Council

Annual Report

For the 2020-21 School Year

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*Creating  
Futures*

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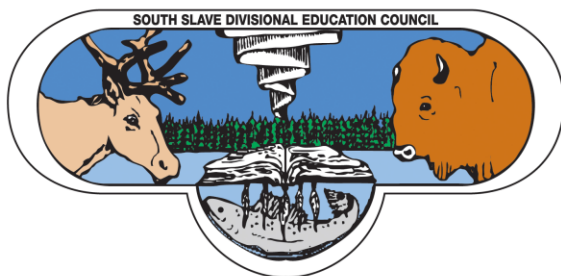
Cadre de responsabilisation en éducation

# Conseil scolaire de division du Slave Sud

Rapport annuel

Année scolaire 2020-2021

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*Creating  
Futures*

## Plan de fonctionnement – Sommaire

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Le plan de fonctionnement du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Slave Sud pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire :

### **Priorités et objectifs pour la région :**

#### **Réouverture des écoles**

L'année scolaire 2020-2021 laisse planer l'incertitude et pose encore de nombreux obstacles. Cependant, notre priorité consiste à assurer la santé et la sécurité de nos élèves, de notre personnel et de nos communautés.

Notre objectif principal pour la rentrée scolaire 2020-2021 est la réouverture des écoles et la garantie d'un enseignement de la plus haute qualité pour tous les élèves, tout en respectant les directives de santé et de sécurité du Bureau de l'administrateur en chef de la santé publique (éloignement physique, entrée progressive, équipement de protection individuelle, nettoyage rigoureux, contrôle des visiteurs, etc.).

Par la suite, la priorité demeurera d'offrir un enseignement de la meilleure qualité possible, tout en étant prêt à basculer vers l'enseignement mixte et à distance dans des délais très courts dans le cas de maladie, d'annulation de cours ou de fermeture d'écoles.

#### **Favoriser la réussite des élèves en *littératie***

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en alphabétisation ou les dépassent.

#### **Cibles :**

Au moins 70 % des élèves démontreront des compétences de lecture correspondant à leur niveau, selon la grille des niveaux de lecture de Fountas et Pinnell

Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en lecture au Canadian Achievement Test (norme CAT-4 pour l'Ouest et le Nord du Canada)

Au moins 67 % des élèves atteignent ou dépassent la moyenne canadienne en lecture

Au moins 80 % des membres du Conseil, du personnel et des élèves du CSDSS seront en mesure d'engager la conversation et de répondre aux salutations (*Comment allez-vous? Je vais bien.*), d'exprimer leur reconnaissance (*C'est bien.*), de dire « merci », d'utiliser au moins deux expressions de salutation ou de remerciement dans la langue autochtone locale (maintenant huit expressions pour entamer la discussion ou répondre sans aide-mémoire).

Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en lecture (taux de réponse minimal de 80 %)

Au moins 90 % des parents se disent satisfaits du développement de leur enfant en lecture (taux de réponse minimal de 80 %)

#### **Favoriser la réussite des élèves en *numératie***

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en numératie ou les dépassent

##### **Cibles :**

Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien (CAT-4).

Au moins 73 % des élèves atteignent ou dépassent la moyenne canadienne en mathématiques

Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en mathématiques (taux de réponse minimal de 80 %)

Au moins 90 % des parents se disent satisfaits du développement de leur enfant en mathématiques (taux de réponse de 80 %)

#### **Favoriser la compréhension et le comportement socialement responsable chez l'ensemble des membres de la communauté scolaire**

Accroître le pourcentage de membres du Conseil, de parents, de membres du personnel et d'élèves qui se comportent de façon responsable.

**Cibles :**

Au moins 85 % des élèves de la maternelle à la 10<sup>e</sup> année participent à au moins quinze séances (ou dix heures d'enseignement) d'un programme de responsabilité sociale tel que les lois dénées, les Sept Enseignements Sacrés, l'outil DIRE (**d**emander de l'aide, **i**gnorer, **r**eculer et **e**n parler) (1<sup>re</sup>-3<sup>e</sup> année), le programme Incredible Flexible You (de 4 à 7 ans), les zones de régulation (maternelle-3<sup>e</sup> année), MindUp (prématernelle-8<sup>e</sup> année), Second Step (maternelle-9<sup>e</sup> année), Mindful Schools (de la maternelle à l'adolescence), Superflex (3<sup>e</sup> année), MENTOR DIRE (4<sup>e</sup>-6<sup>e</sup> année), Quatrième R (7<sup>e</sup>, 8<sup>e</sup> et 9<sup>e</sup> année), le programme sur les relations saines Plus (7<sup>e</sup> -11<sup>e</sup> année), ou le programme de leadership et de résilience (7<sup>e</sup>-12<sup>e</sup> année)

objectif que 5 % plus d'élèves affichent un taux de présence d'au moins 90 %

objectif que 80 % des parents participent à au moins une des journées de « CEP », une conférence à trois ou un atelier pour les parents (obtenir de l'information, exprimer des commentaires).

\* Le Conseil reconnaît que les parents, les élèves et les administrations scolaires de district ont la responsabilité partagée d'atteindre les deux derniers objectifs susmentionnés.

**Harmonisation avec les objectifs et priorités du Ministère (pour le renouveau et l'innovation en éducation), notamment en matière de langue et d'éducation autochtone, ainsi qu'en intégration scolaire**

Notre structure de planification de l'éducation communautaire, l'approche régionale visant à offrir régulièrement une journée communautaire d'orientation culturelle, et la participation des personnes-ressources dans la collectivité (Aînés) contribuent toutes à renforcer les *relations entre l'école et la collectivité*.

Pour atteindre l'objectif de *mieux-être des élèves*, toutes les écoles disposent de plans de sécurité qui encadrent leur réponse à l'intimidation et les mesures de soutien aux élèves LGBTQ2S+. La promotion de la responsabilité sociale constitue une priorité régionale. Le coordonnateur régional de l'intégration scolaire et le coordonnateur régional des langues autochtones, en accomplissant leurs responsabilités respectives, soutiennent tous deux nos écoles.



Pour atteindre l'objectif de *mieux-être des enseignants*, les nouveaux sont jumelés à des mentors, et les directeurs, nouveaux comme anciens, reçoivent le soutien des directeurs de division; le mieux-être est également une composante de nos services régionaux sur place.

Nos cibles et objectifs régionaux, ainsi que nos initiatives globales en littératie et numératie tout particulièrement, permettent la mise en œuvre efficace des programmes de maternelle à 12<sup>e</sup> année dans toutes nos écoles. En collaborant pour établir des communautés d'apprentissage professionnelles efficaces (notamment en fixant les objectifs d'apprentissage de base, en adoptant des méthodes d'évaluation communes et en mettant l'accent sur l'apprentissage et les résultats), nous remplissons directement nos engagements pour la *qualité de l'éducation* dans toutes les écoles, et les petites collectivités profiteront également de l'expansion prévue du programme d'enseignement à distance.

Pour atteindre l'objectif *d'évaluation et de responsabilisation*, nous adoptons des pratiques d'analyse et d'évaluation systémique (tests de rendement de l'Alberta [AAT], tests de rendement canadiens [CAT-4], examens d'écriture à l'échelle de l'école [Whole School Writes], examens pour l'obtention du diplôme), et les administrateurs scolaires et régionaux font des rapports régulièrement et rendent compte de la progression à leurs organes directeurs respectifs (CSDSS et administration scolaire de district).

## Rapport annuel – Sommaire

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Le rapport annuel du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (**incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19**) :

Le CSDSS vise l'excellence en aidant les élèves à développer les connaissances, capacités et compétences requises pour répondre à leurs besoins uniques et les préparer à vivre pleinement leurs passions et aspirations.

La qualité de l'éducation et l'engagement à atteindre et à surpasser les priorités du CSDSS ont mené à d'importants progrès dans le taux d'alphabétisme et les compétences en mathématiques chez les élèves. Le personnel régional, les directeurs, les coordonnateurs, les accompagnateurs et les employés poursuivent le même objectif, une vision et une mission commune pour les élèves :

### **Vision**

Tous les élèves atteignent leur potentiel scolaire.

### **Mission**

Le Conseil scolaire de division du Slave Sud (CSDSS) s'efforce d'offrir à l'ensemble des élèves un niveau d'apprentissage élevé pour les aider à préparer leur avenir.

Le CSDSS a fait appel aux équipes éducatives scolaires pour mettre en œuvre l'approche des Communautés d'apprentissage professionnelles (CAP). Cette dernière était basée sur les trois priorités du CSDSS (alphabétisation, enseignement des mathématiques et responsabilité sociale) et misait sur l'amélioration des composantes essentielles. Cela impliquait de répondre aux quatre grandes questions que nous nous posons chaque jour : que doivent apprendre les élèves (Curriculum)? Comment savoir si les apprentissages ont été faits (Évaluation)? Que faire devant

les difficultés d'apprentissage (Intervention et soutien)? Comment pouvons-nous approfondir l'apprentissage réalisé (Enrichissement)? Le recours systématique aux heures consacrées au renforcement des pratiques d'enseignement (RPE) a facilité la planification collaborative et les tâches professionnelles des enseignants, ce qui a favorisé la réussite des élèves. Combinés, ces principes ont guidé notre travail et nous ont permis de nous concentrer sur les objectifs suivants : faire progresser chaque enfant sur les plans mental, pratique et affectif, investir dans le développement des membres des communautés qui constituent le CSDSS et ainsi les aider à réaliser tout leur potentiel, à s'épanouir et à bâtir une société forte et prospère.

Nos grandes questions nous ont guidés dans l'application de pratiques vérifiées pour améliorer le programme éducatif ainsi que les méthodes d'enseignement et d'évaluation et pour favoriser la réussite des élèves sur les plans scolaire, culturel, social et affectif. Les priorités du CSDSS, son ambition et sa mission ont orienté nos actions; les réussites suivantes en découlent :

1. L'accent mis sur les pratiques d'autorégulation et de pleine conscience (particulièrement importantes en temps de pandémie) ouvre la voie au bien-être socioaffectif et à l'établissement de relations, des éléments qui rejoignent la priorité du CSDSS consistant à améliorer les composantes essentielles : « Je m'assure que mes élèves savent que je me soucie d'eux, qu'ils ont leur place ici, et que je croirai toujours en eux même s'ils n'y croient plus eux-mêmes. »
2. Formation professionnelle continue tout au long de l'année et engagement à mettre en œuvre des pratiques fondées sur la recherche et les faits. Il s'agit d'orienter les pratiques d'enseignement et d'évaluation pour favoriser l'apprentissage et la réussite des élèves. (inspiration : Ainsley Rose – Clarté de l'enseignement et évaluation; John Hattie – Apprentissage mesurable)
3. Soutenir le perfectionnement des enseignants : visites de vérification semestrielles par la haute direction dans chaque école, chaque classe, auprès de chacun des enseignants (avec objectif d'améliorer les compétences fondamentales). Cela a pour effet de créer une certaine cohérence dans les attentes et d'assurer une croissance régulière et constante au fil des années. Accompagnement et rétroactions sont offerts à chacune des séances de rétroaction avec les enseignants. Cet engagement à « examiner nos attentes » se traduit par les progrès et le professionnalisme continus des enseignants et des employés.
4. Au cours des dix dernières années d'existence de l'initiative Leadership en alphabétisation, diverses pratiques fondées sur la recherche (alphabétisation équilibrée, approche neurolinguistique, alphabétisation disciplinaire...) ont été ajoutées au profit des apprentissages de nos élèves et employés.

5. Deux des écoles secondaires appartenant au CSDSS se concentrent surtout sur l’alphabétisation disciplinaire et la technologie. Par l’entremise de Google Classroom et Chalkboard, les enseignants peuvent créer des approches globales d’apprentissage qui engagent les élèves dans un mode d’enseignement et d’apprentissage mixte, à distance et en personne.
6. Mentors en alphabétisation : rendre les enseignements accessibles et favoriser le transfert d’un riche savoir (nouvelles pédagogies pour un apprentissage en profondeur). Soutenir les enseignants dans leurs classes afin qu’ils appliquent efficacement les approches d’alphabétisation développées par le CSDSS visant à promouvoir l’amélioration soutenue de la lecture et de la compréhension chez les élèves.
7. Les coordonnateurs du programme ont diligemment exploité la plateforme ZOOM pour venir en aide aux enseignants. Lorsqu’il était permis de le faire, ils sont aussi intervenus en personne pour soutenir les écoles dans l’intégration scolaire, l’enseignement des mathématiques, l’alphabétisation et l’emploi des technologies de l’éducation, plus particulièrement :
  - Milieu d’apprentissage par le jeu et l’enquête en prématernelle et maternelle
  - Développement phonologique au primaire par le biais du programme Heggerty
  - Évaluations collaboratives communes
  - Éducation adaptée aux cultures autochtones
  - Écoles sensibilisées aux traumatismes
  - Program Support/Inclusive Schooling
  - Soutien aux programmes et intégration scolaire
  - STIM (sciences, technologie, ingénierie, mathématiques)
  - Direction scolaire
8. Le programme de mathématiques du CSDSS a continué à être déployé dans toutes les écoles, de la maternelle à la 9<sup>e</sup> année. Il repose sur un plan annuel, des évaluations préalables diagnostiques, des stratégies d’enseignement éprouvées, des évaluations a posteriori et un suivi de rendement scolaire personnalisé. Notre programme de mathématiques connaît un grand succès, si bien que d’autres districts et divisions, dont le Yukon First Nations Education Directorate, l’ont acheté.
9. La Politique sur l’éducation et les langues autochtones a promu la revitalisation langagière et culturelle ainsi que le sens de la communauté et les sentiments d’interdépendance et d’appartenance. Chaque fois que la situation pandémique le permettait, les collectivités et écoles sur le territoire du CSDSS ont continué à adapter l’éducation aux cultures autochtones et à faciliter la transmission du savoir et des valeurs propres aux lois des

Dénés et aux Sept enseignements sacrés. La rose nordique a été présentée dans toutes les écoles. Ces dernières ont formé des comités de langue et culture dont l'objectif est d'adapter la pédagogie aux cultures autochtones en encourageant et en enseignant les relations respectueuses avec soi-même, les autres, la nature et les ancêtres. Cet engagement à appliquer la Politique sur l'éducation et les langues autochtones et à établir des collectivités respectueuses a été défini comme une priorité du CSDSS par les membres du conseil, les employés et les élèves. Ainsi, ces derniers s'attendaient à apprendre et à utiliser les salutations (Comment vas-tu?/Je vais bien, et toi?), à exprimer leur reconnaissance (bon travail/c'est bien), à dire « merci » et à utiliser au moins trois phrases de salutation dans la ou les langues autochtones locales.

11. Les services relatifs à la Politique sur l'éducation et les langues autochtones, aux Enseignants de soutien aux programmes (ESP) et aux accompagnateurs ont été maintenus tout au long de l'année. Cela aura permis de demeurer à jour sur la recherche actuelle et d'assurer une présence significative dans les écoles. Le CSDSS maintient son engagement à favoriser les emplois qui intègrent de la formation et des mesures de soutien, et ce afin d'améliorer la compétence du personnel enseignant.
12. Leçons de la COVID-19 : les élèves du CSDSS ont continué à bien réussir alors que les enseignants ont repris l'enseignement en personne tout en veillant à ce que leurs salles de classe demeurent des milieux sûrs. C'est ainsi que nos écoles ont pu rester ouvertes et constituer des milieux d'apprentissage sûrs, bienveillants et inclusifs.
15. Des Chromebooks et des clés Turbo ont été prêtés aux élèves des collectivités chez qui la bande passante pouvait assurer la transition en ligne.

La situation pandémique actuelle a non seulement amené les employés à privilégier l'apprentissage socioaffectif, dans toutes les matières et pour tous les niveaux, mais aussi à porter une attention particulière au soutien en santé mentale, à la création de liens, à la capacité d'adaptation et à l'empathie. En franchissant les portes de nos écoles, élèves et employés entraînent dans des milieux sûrs et sensibilisés aux traumatismes. Comme jamais auparavant, le personnel s'est efforcé de créer une culture qui favorise des milieux d'apprentissage positifs et intègre une approche tenant compte des traumatismes, en tout temps à l'école.

Les bénévoles des collectivités ont joué un rôle essentiel en aidant nos écoles à mettre en œuvre les programmes d'enseignement. Bien que la pandémie ait compliqué les choses, les directeurs ont continué à naviguer avec précaution pour assurer un service de qualité à tous les élèves et à leurs familles.

#### Réussites à souligner :

1. Les responsables du Défi bien-être *Win the Day* du CSDSS ont continué de faire appel au personnel afin de promouvoir la santé et le bien-être.
2. Traditionnellement, le CSDSS publie chaque année un livre pour enfants dans chaque langue autochtone. Cet objectif a de nouveau été atteint avec la publication de deux livres en avril 2021.
3. Une fois de plus, le Programme d'alimentation saine a été financé par le GTNO et le MÉCF, le CSDSS et les dons de la communauté. Ainsi pour chaque jour d'école, tous les élèves peuvent avoir accès à de la nourriture saine et combler leurs besoins physiques.
4. Des programmes de création de relations positives (MindUp, Quatrième R sur les relations saines Plus, Zones de régulation, etc.) ont été instaurés dans les écoles afin d'appuyer les apprentissages socioaffectifs et la responsabilité sociale.
5. L'intégration de la culture autochtone à l'éducation s'est amplifiée grâce à la collaboration des membres du personnel. Ces derniers ont su créer des unités d'étude qui ne reflètent pas seulement les objectifs du programme, mais qui sont conçues pour que les élèves du CSDSS s'approprient le programme de manière véritable et authentique.

#### Points à améliorer :

1. Élaboration d'un plan de soutien à l'élève et planification de programme individualisé (initiative du coordonnateur régional de l'intégration scolaire) pour aider les élèves à mieux répondre aux besoins cernés et prévoir les mesures d'adaptation, de différenciation et d'inclusion.
2. À la suite du projet pilote réalisé en janvier 2021, les options d'apprentissage à distance sont à revoir et à exploiter en tant que mesure privilégiée pour maintenir et élargir les offres de programmes existantes.
3. Construction d'un site Google similaire au manuel sur le leadership du CSDSS afin de regrouper tout le matériel élaboré par le Conseil et rendre le tout facilement accessible aux enseignants et employés.
4. Insister encore sur la responsabilité sociale – nous exigeons actuellement que soit réalisé un minimum de 10 leçons (mesure axée sur le processus) et qu'on en rende compte, mais nous aimerions pouvoir nous fier sur une meilleure mesure, davantage orientée vers les

résultats.

5. Évaluation systémique – la pandémie a empêché la cueillette des données permettant de savoir s’il y a eu un recul dans les apprentissages par rapport aux cibles du CSDSS. Nous espérons que l’année 2021-2022 permettra de reprendre la collecte des données systémiques afin de favoriser et de prouver les améliorations.

## Operating Plan - Executive Summary

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The South Slave Divisional Education Council's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the South Slave Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

### **Regional Goals and Priorities:**

#### **School Re-opening**

There remains uncertainty and challenges that lie ahead for the 2020-21 school year. Our key focus for the beginning of the 2020-21 school year is the re-opening of schools and ensuring the highest quality education for all students while also adhering to health and safety guidelines from the Chief Public Health Officer (physical distancing, staggered entry, PPE, enhanced cleaning; limited visitors, etc.).

Thereafter the focus will continue to be on providing the best quality education possible, while being prepared to pivot to blended and remote learning on short notice in the case of illness and potential class cancellations or school closures.

#### **To improve student success in *literacy*.**

To increase the percentage of students meeting or exceeding expectations for literacy proficiency.

#### **Targets:**

1. At least 70% of students will be reading within grade according to the Fountas and Pinnell reading level chart
2. At least 20% of the students gain at least one stanine increase in reading on the Canadian Achievement Test (CAT-4 Western and Northern Canada norm)
3. At least 67% of the students reading at or above the Canadian average
4. At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I'm fine, You?), express a word of appreciation (well done/that's good), say thank you, and use at least three more phrases of salutation / thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)



5. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 80% or better response rate)
6. At least 90% of parents say they are satisfied with their child's growth as a reader (with 80% response rate)

**To improve student success in *numeracy***

To increase the percentage of students meeting or exceeding expectations for numeracy proficiency

**Targets:**

1. At least 20% of the students gain at least one stanine increase in math on the CAT-4
2. At least 73% of the students at or above the Canadian average in math
3. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better response rate)
4. At least 90% of parents say they are satisfied with their child's growth in math (with 80% response)

**To increase understanding and practice of *socially responsible behaviour* by all members of the school community**

To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour

**Targets:**

1. At least 85% of K-10 students participate in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as the Dene Laws, 7 Sacred Teachings, WITS (gr 1-3), Incredible Flexible You (ages 4-7), Zones of Regulation (K-3), MindUp (preK-8), Second Step (gr. K-9), Mindful Schools (K-adolescent), Superflex (gr 3), WITS LEADerS (gr. 4-6), Fourth R (gr 7, 8, 9), Healthy Relationship Plus (gr 7 - 11), or Leadership and Resiliency Program (LRP gr 7-12)
2. 5% more students will achieve at least 90% attendance
3. 85% of parents participate in at least one of CEP days, 3-way conferences, and/or parent workshops (getting info. or giving input)

\* Council recognizes that the achievement of these last two targets is a shared responsibility with parents, students and DEAs.

**Alignment to Departmental Goals and Priorities (ERI) including Indigenous Language and Education as well as Inclusive Schooling:**

Our Community Education Planning structure, Regional approach offered a common Cultural Orientation day, utilizing community resource people (Elders) contributing to strengthening *School-Community relationships*.

Under the umbrella of *Student Wellness*, all schools had Safe School Plans that clarified their bullying responses and LGBTQ2S+ support. Promoting Social Responsibility is a Regional priority and our RISC and RILE both supported our schools in meeting their inclusive schooling and indigenous language responsibilities.

In the area of *Educator Wellness*, new staff are paired with mentors, new and existing principals are supported through the Division Principal positions, and wellness is always a component of our Regional In-service.

Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, supported effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities (including the identification of essential learning outcomes and implementation of common assessments, and a focus on learning and results) directly supported our commitment to *Quality Education* in all schools, and our expansion of NDL further supported our smaller communities.

In the area of *assessment and accountability* we engaged in systemic assessment (AAT's, CAT-4, Whole School Writes, Diploma Exams) and analysis, and regional and school administrators provided regular reporting and progress reports to their respective education governing bodies (SSDEC and DEAs).

## Annual Report - Executive Summary

The South Slave Divisional Education Council’s Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education’s direction.

The following table summarizes the successes and areas for improvement for the school year **including any specific information related to the COVID-19 pandemic:**

The South Slave Divisional Education Council is committed to excellence in building our students’ knowledge, skills and competencies to meet their unique needs, and ensure they are well equipped to follow their passions and aspirations on their life’s journey.

Striving for quality education, and a commitment to effectively meet and exceed the SSDEC priorities, has resulted in impressive Literacy and Numeracy gains for our students. Regional staff, principals, coordinators, coaches and all staff, work to a common purpose, a shared vision and mission for our students:

**Vision**

All individuals reach their education potential.

**Mission**

The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.

The SSDEC’s implementation of the Professional Learning Communities (PLC) approach, inclusive of school-based collaborative learning teams (CLTs) has been intentional with a focus on the SSDEC’s 3 key priorities (Literacy, Numeracy and Social Responsibility), and a commitment to Elevating the Essentials, which includes a focus on 4 overarching questions which we challenge ourselves with each day: What must students learn (Curriculum)? How will we know if they have learned it (Assessment)? What will we do if they don’t (Intervention and support)? How can we extend learning if they already have (Enrichment)? The active and intentional use of STIP time has allowed for collaborative planning, and teacher professional duties, to improve student outcomes. These have combined to guide our work as we focus on the goals of educating the heads, hands and hearts of every child, to invest in and provide for the development of the people of our SSDEC communities, and thereby enable them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.

Our guiding questions have been at the forefront as we engaged in evidence based practices to strengthen curriculum, instruction and assessment to promote enhanced student outcomes

academically, culturally, socially and emotionally. With our SSDEC Priorities to serve as our guide, and our vision and mission as values we strive for, we share and highlight some of the SSDEC's successes:

1. A strong focus on self Regulation and Mindfulness practices (particularly important in a pandemic year) set the stage for social and emotional wellness and relationship building which articulates with the SSDEC Elevating the Essentials priority: "I ensure each of my students know that I care about them, that they belong here, and that I won't give up on them even if they give up on themselves."
2. Professional Development ongoing throughout the year, committing to research informed, evidence-based practices to inform instruction and assessment practices to improve students learning and achievement. (inc. Ainsley Rose: Teacher Clarity and Assessment; John Hattie: Visible Learning)
3. Supporting teacher growth: senior administration conducts twice a year walkthrough: every school, every classroom, every teacher (Elevating the Essentials) to build consistency in expectations which in turn has resulted in steady and consistent growth over the years. Coaching and feedback are offered in the debrief with every teacher. This commitment to 'inspect what we expect' results in continued teacher and staff growth and professionalism.
4. Over the past ten years of the Leadership for Literacy (L4L) initiative, we have added many research-based practices (Balanced Literacy, SmartLearning, Nuerolinguistic Approach, Discipline Literacy...) that have benefited our students and staff in their learning.
5. Two of our SSDEC High schools are predominantly Discipline Literacy-based and actively leveraging technology through Google classroom and Chalkboard to create whole school approaches to engage students in blended, remote or in-person teaching and learning.
6. Literacy Coaches: extending their learning to include deep and transfer learning (New Pedagogies for Deep Learning) and supporting teachers in their schools to effectively implement the Literacy approaches developed by SSDEC to promote sustained reading and comprehension growth.
7. Program Coordinators actively leveraged ZOOM to support teachers, as well as face-to-face where permission was granted to support schools in the areas of Inclusive Schooling, Numeracy, Literacy, and education-related Technology, and in particular:
  - JK – K Inquiry Play based learning environment
  - phonological development with Heggerty in the primary grades
  - Collaborative Common Assessments
  - Indigenizing Education
  - Trauma Sensitive Schools
  - Program Support/Inclusive Schooling

- STEM (Science/Technology/Engineering/Math), and
- School Leadership

8. The SSDEC's Math Program continued to rollout K-9 in all schools, inclusive of a year plan, diagnostic pre-assessments, proven instructional strategies, and post-assessments and outcome-specific achievement tracking. Our Math program has been so successful, other districts / divisions, inc. the Yukon First Nations Education Directorate, purchased it.
9. Indigenous Language Education (ILE) served to enhance language and cultural revitalization and promote a deep sense of connectedness, community and belonging. Every SSDEC community and school used what flexibility available despite the pandemic to Indigenize Education and facilitate the transmission of knowledge and values reflective of the Dene Laws and the 7 Sacred Teachings. All schools have now received the introduction to the Artic Rose and set up school-based Language and culture committees to work on Indigenizing the curriculum, and the focus on relationship to self, others, the land and the ancestors is intentionally promoted and taught. This commitment to ILE and respectful communities was highlighted as a SSDEC priority for all trustees, staff and students who expected to learn and use greetings (How are you?, I'm fine, You?), words of appreciation (well done/that's good), saying "thank you," and using at least three more phrases of salutation in the local Indigenous language(s).
11. Ongoing in-service for ILE's, Program Support Teachers (PSTs) and Coaches throughout the year to maintain a current research focus and ensure effective and meaningful supports in their base schools. Supporting job embedded training and supports to build staff expertise and make them more proficient in our classrooms was and continues to be a sustained commitment at the SSDEC.
12. Lessons from Covid -19: SSDEC students continued to experience success as teachers returned to in-person instruction and safely managed the classroom environment, keeping our schools open and functioning as safe, caring, inclusive learning environments.
15. Provision of Chrome books and Turbo Sticks were provided to students in communities where the bandwidth could support the online transition as needed were provided.

In the current pandemic situation, staff prioritized the infusion of social and emotional learning across all subjects, at every grade, and demonstrated a strong commitment to mental health supports, connectedness, resiliency and empathy. When students and staff walked through the front doors of our schools, they have been entering safe, trauma-sensitive spaces. Staff intentionally worked to create a culture that promotes positive learning environments that integrated a trauma-sensitive approach into all aspects of the school day, now more than ever!

Our community volunteers played a vital role in helping our schools deliver programs and while the pandemic has made this more challenging, principals continued to navigate safely to ensure enhanced service to all students and families.

Areas we further highlight and celebrate:

1. The SSDEC Win the Day Wellness Challenge continued to engage staff in wellness challenges and promote health and wellbeing.
2. Traditionally, the SSDEC publishes a children's book each year in each of the Indigenous Languages. This goal was again realised with 2 books being published in April 2021.
3. The Healthy Food Program continued to be supported through the GNWT/ECE, SSDEC and donations from our communities to ensure all students can access healthy food each school day and meet physical wellness needs.
4. Positive Relationship building programs (MindUp, 4th R., Healthy Relationships Plus, Zones of Regulation, etc.) were implemented in the schools to support both social emotional learning and social responsibility priorities.
5. Indigenizing Education has seen growth as staff members worked collaboratively to develop units of study that reflect not just curricular outcomes, but do so in a way that allows SSDEC students to see themselves in the curriculum in a meaningful and authentic manner.

Areas for challenge, stretch and improvement:

1. Development of an SSP/IPP writing guidebook (RISC initiative) to support students in further meeting identified needs, and planning for accommodation, differentiation, and inclusion.
2. Distance Learning options to be reviewed, further to the pilot established in January 2021, and researched as a proactive measure maintain and expand existing program offerings.
3. Development of a Google site, similar to the SSDEC Leadership Manual, to house all SSDEC developed materials so they can be efficiently and easily accessed by all teachers and staff.
4. Increase social responsibility development – currently we require and report on a minimum of 10 lessons (process oriented), but we would like a better measure that is more outcome oriented.
5. Systemic assessment – the pandemic has made it impossible to collect SSDEC target specific data to see if there has been learning loss. We're hoping 2021-22 will allow a for systemic data to be collected again, in order to further motivate and prove improvement.

# 1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

## A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The SSDEC was established in 1991, with a current mandate to provide a quality JK-12 education to approximately 1,300 students in the communities of Fort Smith, Hay River, Fort Resolution, Kát'odeeche, and Łutsel K'e. The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The 2020-21 representatives are as follows:

Fort Smith	Ann Pischinger (Chairperson)	3-year term (Oct 2021)
Fort Resolution	Bess Ann McKay (Vice-Chairperson)	2-year term (Dec 2021)
Hay River	Pennie Pokiak	3-year term (Oct 2021)
Kát'odeeche	Atanda Norn	3-year term (Jun 2022)
Łutsel K'e	Iris Catholique	3-year term (Jun 2022)

Each member is elected by their respective DEA and the lengths of the member's term on the SSDEC coincides with the length of their terms on their respective DEA's as per the requirements of the Education Act and Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC is if they are elected or appointed again to be on their respective DEA, and then their DEA chooses them again as their representative on the SSDEC.

The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what school boards must and may do.

The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.



Key senior management positions are:

- Superintendent – Dr. Curtis Brown
- Assistant Superintendent – Dr. Trudi Rowlands
- Comptroller – James Watts

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of “Deputy Head” for the public service.

As per *Policy BHA – DEA Development*, in recognition of the commitment of Council to lifelong learning and continuous improvement, it is expected that all *District Education Authority (DEA)* representatives take opportunity for training and development activities to enhance their ability to effectively fulfill their governance responsibilities consistent with the foundational and philosophical commitments of the *South Slave Divisional Education Council (SSDEC)*.

The SSDEC identifies potential DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEA members are expected to review the local DEA policies, SSDEC policies, and the workshops available to DEAs as listed in the SSDEC’s *DEA Development Workshops* document, along with any other relevant documents pertinent to the operation of the DEA.

A ‘*New Member Orientation*’ workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies, and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. The orientation takes place no more than two months after a DEA election or appointment process.

The *Formula Funding* and *Staffing* workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: *Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, Providing Support for Teachers, Finance for Trustees (Finance for Non-Financial Managers), Successful Meetings, Lobbying, School Calendars, Public Relations and Communication, Inclusive Schooling, Graduation Requirements, Planning Local Programs, and Codes of Conduct*.

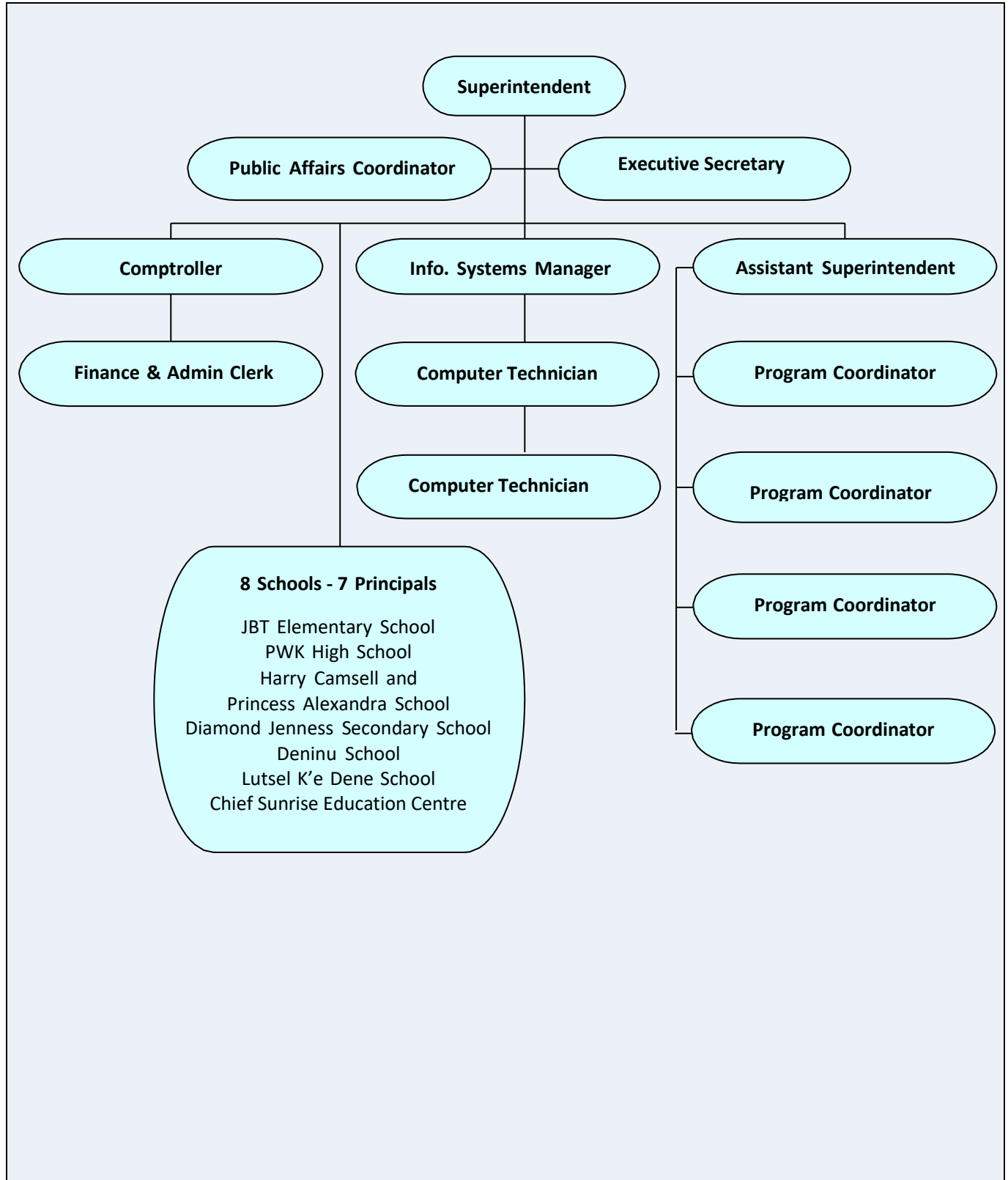
SSDEC staff provide these workshops at the DEAs’ request (free of cost) and will refer DEAs to Department staff or contractors (at a cost) when their identified needs are beyond the scope of the SSDEC staffs’ expertise. Where possible, the SSDEC will tailor or develop workshops to meet the DEAs’ current needs.

DEC members are encouraged to explore additional governance training opportunities, such as through attending conferences or inviting experts to host multi-day workshops (at a cost to the SSDEC).



**B. Functional Organizational Chart**

The following table details the functional organization of the Education Body:



**C. Governance Training**

The following table details the governance training planned for Education Body members during the upcoming school year:

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
New Member roles and Responsibilities	Superintendent	DEA	Lutsel K'e (within 2 months of election)	YES	
Formula Funding	Superintendent	DEA	Upon request	YES for LKDS	
Staffing	Superintendent	DEA	Upon request	YES for LKDS	
Policy Development	Superintendent	DEA	Upon request	YES for LKDS	
Leadership for Literacy	Superintendent	DEA	Upon request	Not requested	
Community Education Planning	Superintendent	DEA	Upon request	Not requested	
Education Act	Superintendent	DEA	Upon request	Not requested	
Finance for Trustees	Comptroller	DEA	Upon request	NO for LKDS	Postponed due to pandemic
Successful Meetings	Superintendent	DEA	Upon request	Not requested	
Lobbying	Superintendent	DEA	Upon request	Not requested	
School Calendar Development	Superintendent	DEA	Upon request	Not requested	
PR & Communication	Superintendent /Public Affairs Coordinator	DEA	Upon request	Not requested	
Graduation Requirements	Superintendent	DEA	Upon request	Not requested	
Code of Conduct	Superintendent	DEA	Upon request	YES for LKDS	

### ***D. Education Body Meetings***

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned? (Yes/No)</b>	<b>If No, why not?</b>
September 19, 2020	K’atlodeeche	YES virtual	
November 21, 2020	Hay River	YES virtual	
January 23, 2021	Fort Smith	YES virtual	
April 10, 2021	Fort Resolution	YES virtual	
June 5, 2021	Lutsel K’e	YES virtual	

### E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

<b>Total Number of Schools in District</b>	<b>8</b>	<b>Total Anticipated Student Head Count</b>	<b>1143 (FTE)</b>
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
Joseph Burr Tyrrell Elementary School (JBT)	Fort Smith	JK-6	<ul style="list-style-type: none"> <li>• Single-grade, split-grade &amp; multi-grade classes</li> <li>• Chipewyan</li> <li>• Cree</li> <li>• Core French</li> <li>• French Immersion</li> </ul>
Paul William Kaeser High School (PWK)	Fort Smith	7-12	<ul style="list-style-type: none"> <li>• Single-grade &amp; split-grade classes</li> <li>• Chipewyan</li> <li>• Cree</li> <li>• Core French</li> <li>• French Immersion (7-9)</li> <li>• Phoenix School Program (10-12)</li> <li>• Trailcross (group home) class</li> </ul>
Harry Camsell School (HCS)	Hay River	JK-3	<ul style="list-style-type: none"> <li>• Single-grade &amp; split-grade classes</li> <li>• South Slavey</li> <li>• Core French</li> </ul>
Princess Alexandra School (PAS)	Hay River	4-7	<ul style="list-style-type: none"> <li>• Single-grade &amp; split-grade classes</li> <li>• South Slavey</li> <li>• Core French (4-5)</li> <li>• Intensive French (6)</li> <li>• Post-Intensive French (7)</li> </ul>
Diamond Jenness Secondary School (DJSS)	Hay River	8-12	<ul style="list-style-type: none"> <li>• Single-grade, split-grade &amp; multi-grade classes</li> <li>• South Slavey</li> </ul>

			<ul style="list-style-type: none"> <li>• Post-Intensive French (8-10)</li> </ul>
Deninu School (DS)	Fort Resolution	JK-12	<ul style="list-style-type: none"> <li>• Multi-grade classes</li> <li>• Chipewyan</li> <li>• Northern Distance Learning</li> </ul>
Łutselk'e Dene School (LDS)	Łutselk'e	JK-12	<ul style="list-style-type: none"> <li>• Multi-grade classes</li> <li>• Chipewyan</li> <li>• Northern Distance Learning</li> </ul>
Chief Sunrise Education Centre (CSEC)	Kátł'odeeche FN (Hay River Reserve)	JK-12	<ul style="list-style-type: none"> <li>• Multi-grade classes</li> <li>• Dene Yatie and Sandy Creek camps</li> <li>• Self Regulation and mindfulness</li> <li>• Self-paced Secondary programming</li> <li>• Increased LLI</li> </ul>

## F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The 5 communities of the South Slave encompass the following language groups:

- Chipewyan
- Cree
- South Slavey
- English
- French

Our Regional student ethnicity breakdown is (78% Indigenous):

- Dene 48%
- Metis 23%
- Inuit 7%
- Other 22%

Individual community demographics are as follows:

**Fort Resolution** (Chipewyan, English) (98% Indigenous)

- Dene 66%
- Metis 31%
- Inuit 1%
- Other 2%

**Fort Smith** (Chipewyan, Cree, English, French) (80% Indigenous)

- Dene 48%
- Metis 22%
- Inuit 10%
- Other 20%

**Hay River** (English, French, South Slavey) (68% Indigenous)

- Dene 35%
- Metis 27%
- Inuit 6%
- Other 32%

**Kátł'odeeche** (English, South Slavey) (100% Indigenous)

- Dene 94%
- Metis 6%

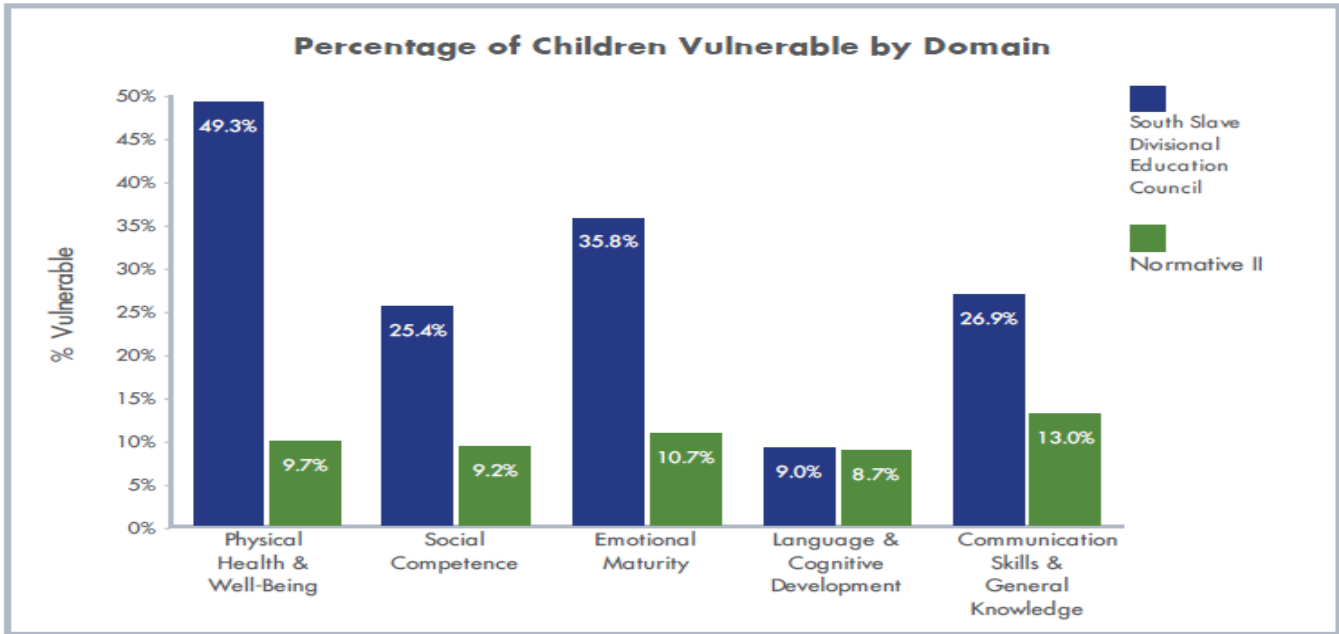
**Lutselk'e** (Chipewyan, English) (100% Indigenous)

- Dene 100%

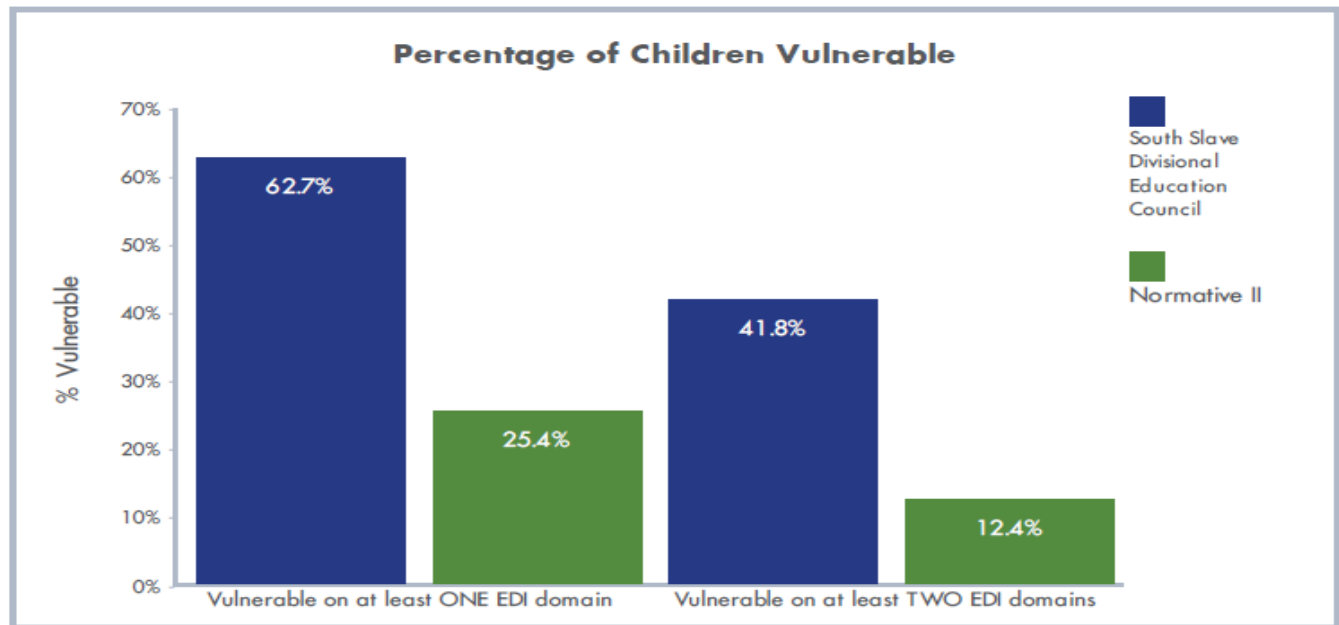
Based on previous data we anticipate that 35% of our students will be on Student Support Plans (20% accommodated, 15% modified) and 1% on Individual Education Plans.

Given the COVID-19 pandemic, we would not be surprised if student enrollment and attendance will drop, and that the number of parents opting for home-schooling may rise.

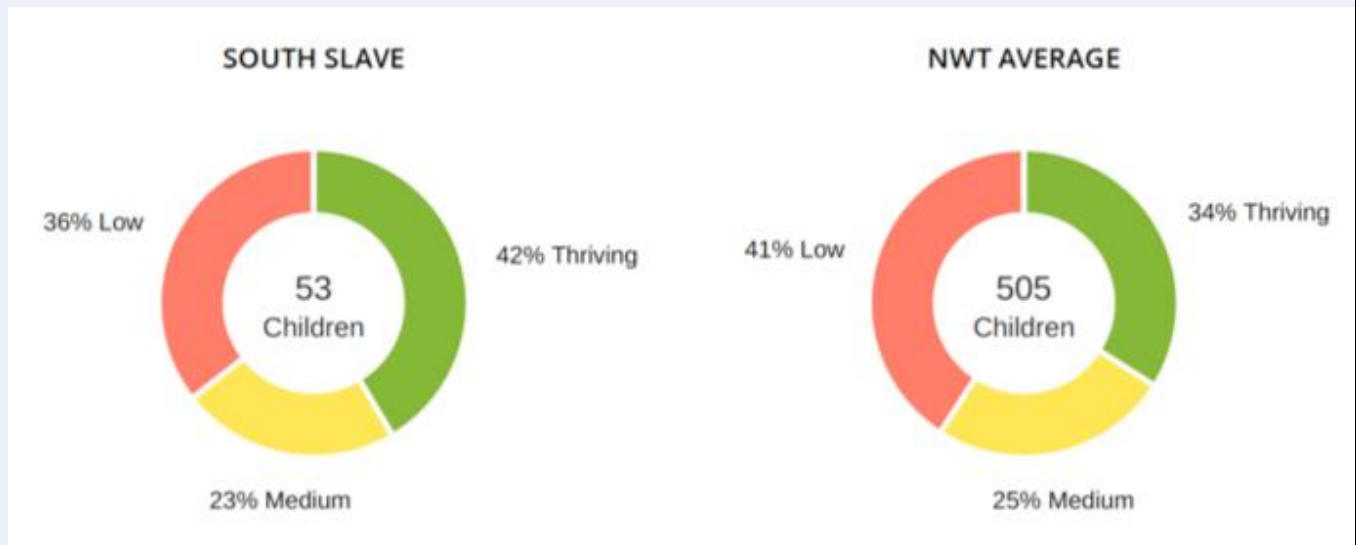
**Early Development Instrument (EDI) Results for SSDEC & NWT Percentage of Children (5 year olds) Vulnerable at least ONE or TWO domains (School Year 2018/19)** (Taken from the Summary Report: Kindergarten Students in the Northwest Territories South Slave Divisional Education Council School year 2018/2019)



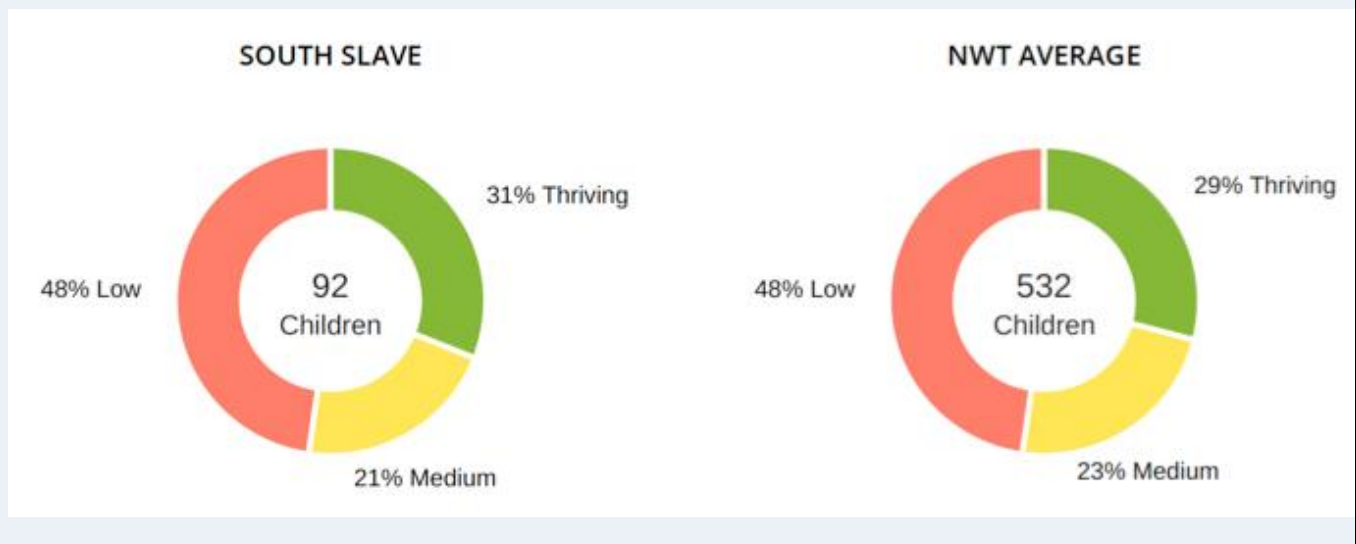
The graph below illustrates South Slave Divisional Education Council 2018/2019 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.



**Middle Years Development Index (MDI) - Well-Being Index Results for Grade 4 Students in SSDEC and NWT (School Year 2018/19)**



**Middle Years Development Index (MDI) - Well-Being Index Results for Grade 7 Students in SSDEC and NWT (School Year 2018/19)**





### ***G. Teacher Profiles***

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention, including any anticipated concerns related to the COVID-19 pandemic.

The South Slave has a relatively stable teacher population, with many dedicated long-term teachers. Our approved PY staffing for 2020-21 was 195.4 FTE, including Jordan's Principle funded positions. The average length of employment in our region is 11.3 years. Staff recruitment has resulted in 17 new teaching, consultant and senior admin staff joining the SSDDEC along with a further 22 Support Assistants joining the team. As well, approximately 50% of our teachers have 12 or more years of experience, and the percentage of teachers from the NWT (born here or having lived more than half their life here) will be approximately 38%.

Issues/concerns with teacher recruitment include a recent trend of receiving less applicants in general for all competitions. In addition, it is becoming increasingly difficult to find quality candidates in specialty areas such as Indigenous Languages, Sr. Math/Sciences and French Immersion. In addressing the difficulty of staffing ILE positions, our division has been proactive in pursuing and prioritizing funding for internship placements to train replacement instructors in the Indigenous Languages. We also anticipate a high number of retirements in the next 3-5 years – this will have a significant impact on transition planning for leadership positions.

There are a number of staff who are considered at-risk with regard to the pandemic as a result of age and/or pre-existing medical conditions. As long as COVID-19 cases remain low to none, there should not be any difficulty, however, should cases arrive in our communities, and community transmission be a factor, we anticipate a number of staff with justifiable reasons for working from home.

## 2. Territorial Schools

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Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

### A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional priorities and goals:</b></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><b>To maximize health and safety during the pandemic</b></p> <p>To implement all Health and Safety Protocols as per Chief Public Health Officer (CPHO) approved school re-opening plans, and to ensure ongoing awareness of safety processes and procedures such as correct mask wearing, hand hygiene, physical distancing.</p> <p><b>To improve student success in literacy</b></p> <p>To increase the percentage of students meeting or exceeding expectations for literacy proficiency.</p> <p>This target directly aligns with the first two shared priorities above, and overlaps with the last three shared priorities above.</p> <p><b>To improve student success in numeracy</b></p> <p>To increase the percentage of students meeting or exceeding expectations for numeracy proficiency</p> <p>This target directly aligns with the first shared priority, and overlaps with the last three shared priorities above.</p> <p><b>To increase understanding and practice of socially responsible behaviour by all members of the school community</b></p> <p>To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour</p> <p>This target directly aligns overlaps with all five of the shared priorities listed above.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
<b><i>Literacy</i></b>			
Percentage of students reading within grade according to the Fountas and Pinnell reading level chart	70%	69%	
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%	NA	No CAT-4 in 2020-21 due to COVID-19
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%	NA	No CAT-4 in 2020-21 due to COVID-19
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%	77% students 84% staff	
Percentage of parents who say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 80% or better survey response rate]	90%	95% (w 71% response rate)	
Percentage of parents who say they are satisfied with their child's growth as a reader (with 80% or better survey response rate]	90%	93% (w 71% response rate)	
<b><i>Numeracy</i></b>			
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%	NA	No CAT-4 in 2020-21 due to COVID-19
Percentage of students at or above the Canadian average on the <i>Canadian</i>	73%	NA	No CAT-4 in 2020-21 due to COVID-19

<i>Achievement Test (CAT-4 Western and Northern Canada norm) in math</i>			
Percentage of parents who say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better survey response rate]	90%	95% (w 71% response rate)	
Percentage of parents who say they are satisfied with their child's growth in math (with 80% or better survey response rate]	90%	93% (w 71% response rate)	
<b><i>Socially Responsible Behaviour</i></b>			
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"> <li>• Incredible Flexible You (ages 4-7),</li> <li>• Zones of Regulation (K-3),</li> <li>• MindsUp (preK-8)</li> <li>• Second Step (K-9),</li> <li>• Mindful Schools (K-adolescent)</li> <li>• Superflex (3),</li> <li>• Fourth R (7-9),</li> <li>• Healthy Relationship Plus (7-11), or</li> <li>• Leadership and Resiliency Program (7-12)</li> </ul>	80%	86%	
Percentage increase in students achieving at least 90% attendance  <i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's.</i>	45%	40%	Enrollment and attendance reduction due to COVID-19
Percentage of parents who participate in at least one of: <ul style="list-style-type: none"> <li>• Community Education Planning days,</li> <li>• 3-Way Student-Parent-Teacher Conferences, and/or</li> <li>• Parent workshops (getting information or giving input)</li> </ul>	85%	99%	

<p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's.</i></p>			
<p>Areas of Strength for the region</p>	<p>L4L Growth: instruction and assessment practices, leveraging and support of Literacy Coaches in the schools to support whole school literacy development.  RISC initiated PD and wellness workshops  Teacher professional development in Numeracy to enhance instruction, promote strong pedagogy and assessments (K-9 standardised assessments have been developed for use)  Consistent use of coaching, monitoring, supervision, and evaluation to enhance SSDEC's commitment to Elevating the Essentials, and the SSDEC's goals and targets.</p>		
<p>Areas for Development for the region</p>	<p>Student attendance and parent engagement to be further developed.  Collaborative development of common student assessments, aligned with the essential learning outcomes is expected to support continued growth in student achievement.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Each school committed to developing and implementing OCPHO re-entry plans and were fully supported by their local DEAs.  Our schools have been attending more to the mental health or social emotional learning needs that arose during the pandemic.  Duty travel COVID restrictions continues to impact ability to be in schools – ZOOM meetings have been leveraged but as restrictions are reviewed the desire to be in schools supporting hands on is a priority.</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 tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year.</p>	<p>The South Slave Divisional Education Council believes the key to an effective school is an ongoing school improvement process which the school principal coordinates with the DEA, the school staff and students, and other school partners. This process involves the identification of priorities based on agreed program and operational strengths and needs. Updated annually, a Community School Education Plan includes goals, action items, responsibilities, timeline and expected outcomes.</p> <p>SSDEC Policy AEA – <i>School Community Education Plans</i> requires that schools plan two Community Education Planning (CEP) days per year (dates submitted to Board Office when calendars are developed). Students, parent/guardians, and community groups are encouraged to participate and provide feedback on current programming and to suggest future areas of focus. Agendas (including any survey instruments) are developed by the principal and approved by the Superintendent prior to the planning days.</p> <p>The resulting plans, along with the school’s <i>Focus &amp; Alignment</i> document is updated and submitted to the Superintendent bi-annually. The latter summarizes each schools’ data in relation to regional goals and allows for the setting of school specific targets in relation to the regional targets.</p> <p>Our Community Education Planning structure and our Social Responsibility priority, contributes to the Departmental priorities, strengthening School-Community relationships and Student Wellness.</p> <p>Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities directly supports our commitment to Quality Education and Educator Wellness.</p> <p>Our engagement in systemic assessment (AAT’s, CAT-4, Whole School Writes, Diploma Exams) and analysis, and providing regular reporting to our respective education governing bodies (SSDEC and DEAs) promotes our commitment to accountability.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	Shared with DEAs and posted on school websites and highlighted on school Facebook pages as relevant.
Areas of Strength for the region	<p>South Slave schools have a long history of creating Community Education (school improvement) Plans in collaboration, and aligned with Council's regional goals and targets.</p> <p>Intentional and dedicated commitment to the Leadership for Literacy (L4L) initiative and Math project have resulted in steady growth over the years.</p> <p>For the first time ever, we have Indigenous language Fluency data that will allow Council to consider setting an annual target for improvement.</p> <p>Consistent commitment to social responsibility and social emotional learning underpins the trauma sensitive and safe and caring schools' climate we actively cultivate.</p> <p>The intentional efforts to strengthening school-community relationships and student wellness helps to leverage our partners to enhance positive outcomes for students.</p>		
Areas for Development for the region	Continue to find ways to invite, encourage and develop student attendance and parent engagement.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid-19 protocols limited travel and required ZOOM/ Technology interface.		



## B. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Annual School Reviews</b>.</p>	<p>The Superintendent and Assistant Superintendent conduct two school visits per year (pandemic permitting), observing/meeting with each teacher and meeting with each school's Leadership Team. Instructional/Programming strengths and stretches are discussed and the school's progress on their Focus and Alignment/Community Education Plan (school improvement plan) is reviewed.</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 regional office every two months.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	The use of the Council's goals and targets, the Elevating the Essentials document, and the commitment to bi-yearly school and classroom walkthroughs for every teacher and principal, ensures a commitment to inspect what is expected, and to maintain accountability and momentum for school and student improvement. Focus areas are reviewed and celebrated to ensure curriculum, instruction and assessment align to SSDEC priorities and expectations.		
Areas for Development for the region	In-school meetings and observations had to be virtual in 2020-21 due to the pandemic, hopefully to return to normal in 2021-22.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Data analysis was challenging due to the CAT-4, AAT and Diploma examination cancellations in 2020-21.		

### C. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Staff Evaluations</b>.</p>	<p>The regional office tracks (for each school) those staff members who are up for evaluation each year. This list is confirmed with the principals at the beginning of the school year. All UNW and Excluded employees are evaluated using ePerformance every year, while NWTTA staff are evaluated per the required schedules and in tandem with their submitted and approved Professional Growth plans. All staff also identify, in consult and with supervisor approval, annual improvement goals, whether or not they are undergoing formal evaluation that year, to ensure ongoing coaching, mentorship and support of all staff. Each principals’ mid-year and year-end checklists reference how many of the required evaluations are completed.</p> <p>On occasion (staff leaving mid-way through the year, teachers retiring, etc.) the evaluation may be waived. Some evaluations were not completed due to school closures in 2019-20 so most of those have been carried over to 2020-21 for completion. This summer there were a number of Jordan’s Principle applications approved and the subsequent hire of many new Support Assistants who will need to be supervised and evaluated as well.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
Number of teachers and PSTs formally evaluated in the school year.	38	38	
Number of principals and assistant principals formally evaluated in the school year.	2	2	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	5	5	

<p>Number of Superintendents formally evaluated in the school year.</p>	<p>0</p>	<p>0</p>	
<p>Areas of Strength for the region</p>	<p>The emphasis on the Elevating the Essentials document, in tandem with staff Growth Plans (due in Sept each year), helps to help guide teacher self-reflection and formal staff evaluations.                  School-based instructional coaches provided ongoing classroom-embedded support and PD for staff.                  Staff also had access to PD funds to support additional learning per supervisor approved Growth plans.</p>		
<p>Areas for Development for the region</p>	<p>Continue development of Indigenized programming in all classrooms, ensuring staff training in an ongoing fashion to support growth and understanding in this area.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>The current moratorium on duty travel meant classroom walkthroughs were replaced with video recordings made by schools showcasing each teacher. The Spring meetings were also conducted via ZOOM with a 40 minute per teacher time slot being used to walk through a full unit plan and debrief with the superintendent and the principal.</p>		

**D. Regional Training and In-Service**

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional <b>Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year.</p>	<p>The SSDEC’s annual regional 2-day in-service gives educators a chance to gather and reflect on the past year’s success, confirm and reinforce evidence-based initiatives, and engage in professional learning activities to prepare for the upcoming school year.</p> <p>The topic for our 2020-21 <i>in-service</i> was to be in reference to developing Collaborative Common Assessments (How will we know if students have learned?), however, the contractor was cancelled due to pandemic travel restrictions. Instead, the Superintendent provided two one-hour sessions via video-conference that intended to celebrate achievements of the past year, confirm the importance of following the new pandemic safety protocols, and reminding everyone of the Council’s mandate and priorities for 2020-21.</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 home in on ELOs and know how to collaboratively assess and analyze results to inform instruction and interventions for improve results. We</p>
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	<p>are also reinvigorating strategies that brought forth the greatest impact on results earlier on in the award-winning L4L initiative, such as Balanced Literacy (inc. guided reading), SmartLearning (evidence-based instructional process that works in all grade levels), and Reading Apprenticeship.</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"> <li>1) What do we want students to learn?</li> <li>2) How will we know if students have learned it?</li> <li>3) What will we do if students haven't learned it?</li> <li>4) What will we do if they have already learned it?</li> </ol> <p>Regional PD (to select groups) will primarily focus in the following areas:</p> <ul style="list-style-type: none"> <li>• Collaborative Learning Teams (Common Assessments),</li> <li>• Literacy,</li> <li>• Numeracy,</li> <li>• Indigenous Languages, Indigenizing Education,</li> <li>• Trauma Sensitive Schools,</li> <li>• Program Support/Inclusive Schooling,</li> <li>• STEM (Science/Technology/Engineering/Math), and</li> <li>• Leadership</li> </ul> <p>Due to the current Covid-19 pandemic, greater supports and focus may be needed to enhance social and emotional learning as one of our divisional priorities, and regional staff who have expertise and skills in these areas will make themselves available to support all schools at the request of the principal/DEAs.</p> <p>The 2.5 Administration Days are planned by the individual schools and generally focus on school start-up, semester transition, and year-end training and tasks.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference <i>(if applicable)</i></b>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	2	2	

<p>% of collaborative STIP time dedicated to regional priorities</p>	<p>100%</p>	<p>100%</p>	
<p>Number of schools which implemented STIP as per the Ministerial Directive</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Regional PD included areas identified as priorities such as Literacy (L4L), Numeracy, Social Responsibility, ILE and Indigenizing the curriculum. Active implementation of principal directed STIP time. Formal provision of in-service training and active engagement of regional staff to support school/teacher requested PD initiatives at the school level. Collaborative learning teams refined the essential learning outcomes and designed assessments to ensure teacher clarity, consistency and a standardized approach.</p>		
<p>Areas for Development for the region</p>	<p>Continue to refine processes and capacity for the development of more effective common assessments that are aligned to the essential learning outcomes, and ensure teacher understanding and application of these to inform instruction and interventions for each student</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Limiting duty travel meant less regional face to face time with staff and grass roots supports. Staff actively pursued alternate avenues to continue to provide high level supports and PD as needed/requested to ensure student and staff success.</p>		

**E. Literacy Coordinators**

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

<b>Allocated (PY)</b>	<b>Education Body Contributed (PY)</b>	<b>Total Budgeted (Allocated + Contributed = PY)</b>	<b>Explanation if not 1.0 or 0.5 (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
0.50	0.5	1		1	

*\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.*

The following tables detail the region’s role of their Literacy Coordinator, the relevance of the position to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year.</p>	<p>The Regional Literacy Coordinator’s role will be to continue to mentor and support the in-school instructional/literacy coaches, and administrators, who provide ongoing job-embedded professional development and support to teachers learning and mastering the implementation of evidence-based instructional practices. They will provide intensive training to school coaches in how to instruct and assess reading achievement and how best to coach and support teachers in the classroom.</p> <p>School Principals set high expectations for staff to keep up with current research to function with flexibility in their diverse environments. The Principals also receive training, from the Regional Literacy Coordinator, so that are aware of what they should be observing in classrooms and what their Coaches should be doing</p> <p>Pandemic related duty travel limitations will likely result in less in-person support and more video-conferencing support in 2020-21.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	<p>SSDEC continues to build on the solid foundation laid over the last 10 years, inclusive of the ‘student reading achievement’ priority, and related Leadership for Literacy Framework and Guidelines focussed on improving literacy (reading) and numeracy.</p> <p>Each school has at least one Literacy/Instructional Coach to provide classroom-embedded professional development for teachers in the use of evidence-based best practices for literacy development</p> <p>Schools have identified the essential learning outcomes for each ELA course from K-12, with the expectation that each student will achieve those grade level essentials, at the very least, each year, regardless of socio-economic factors and poor attendance</p> <p>Council again saw improvement in the percentage of students reading at grade level using the Fountas and Pinnell reading levels</p>		
Areas for Development for the region	<p>Continue to refine processes and capacity for the development of more effective common assessments that are aligned to the essential learning outcomes, and ensure teacher understanding and application of these to inform instruction and interventions for each student</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Despite the challenges which Covid-19 presented, the Literacy Coordinator was able to, with permission visit schools, as well as conduct ZOOM meetings to ensure seamless and ongoing supports for staff, instructional coaches and principals.</p>		



**F. Healthy Food for Learning**

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the <b>Healthy Foods for Learning program</b> 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> <p>The COVID-19 pandemic has resulted in some rethinking of the kinds of food and the process of preparation and distribution. Lunch or food programs will likely be bagged, plated, prepackaged or single serve foods and ensure distancing is able to be maintained while accessing lunch programs.</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	Every school actively participated in pandemic safe and healthy eating programs in support of food security and holistic wellness for all students.		
Areas for Development for the region	Accessing continued funding streams and partnerships to ensure the program continues to meet student need. Drafting a regional Healthy Foods Policy for Council consideration		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Pre-packaged and pre-portioned foods, hand sanitizing, mask wearing, physical distancing, and enhanced cleaning became common language and practice during the 2020-21 school year due to the pandemic.		

<b>School Name</b>	<b>Type of food program(s) offered in each school</b> <i>(Breakfast, Lunch, Snack, etc.)</i>	<b>Days per week program is offered in each school</b> <i>(Monday - Friday)</i>	<b>Average number of children / youth served daily</b>	<b>Criteria for participation</b> <i>(Low income, fee, Everyone welcome, etc.)</i>	<b>Was the program delivered as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
JBT	Snack	Daily (8/10 months)	Snack - 270	Open to all students	YES	
PWK	Breakfast Lunch Snack/Open Cupboard	Daily (all year)	Breakfast - 60 Lunch - 20 Snack - 40	Open to all students	Breakfast & Snack - Yes Lunch - No	COVID
HC	Breakfast Snack Lunch	Daily (all year)	Breakfast - 10 Snack - 160 Lunch - 20	Breakfast (on demand) Lunch (on demand)	YES	
PA	Breakfast Snack Lunch	Daily (all year)	Breakfast - 10 Snack - 160 Lunch - 20	Breakfast (on demand) Lunch (on demand)	YES	
DJSS	Breakfast Snack Lunch Care Package Open Cupboard After School	Breakfast - daily Snack - daily Lunch - 3/week Care Package - as required Open Cupboard - daily After School - 3/week	Breakfast - 35 Snack - 60 Lunch - 50 Care Package - 2/3 Open Cupboard - 10 After School - 25	Donations accepted	YES	
DN	Breakfast Snack	Daily (all year)	Breakfast - 15 Snack - 70	Open to all students	YES	
LKDS	Breakfast Snack	Daily (all year)	Breakfast - 25-30 Snack - 50	Open to all students	YES	
CSEC	Breakfast Snack	Daily (all year)	Breakfast - 45 Snack - 45	Open to all students	Yes, plus additional PM snack added	

**G. Student Success Initiative**

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<b>SSI Project Proposal Summary</b>	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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<b>SSI Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% 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%	
<b>Areas of Strength</b>	<i>Leadership...</i> principal leadership for results, ensuring the initiative was communicated, implemented and monitored effectively, with Literacy Coaches, Numeracy Leads, team leaders, aligning resources, and documenting efforts & small wins <i>Effective Teamwork...</i> collaborative time, structures and strategies for meaningful, informed, ongoing teamwork identifying and solving particularly difficult instructional and learning problems <i>Measurable Improvement Goals &amp; SMART Targets...</i> specific, measurable, achievable, relevant, timely annual targets, and more		

	<p>frequent instructional sub-goals (class and student specific) aligned with regional goals and targets</p> <p><i>Performance Data...</i> collection of baseline assessment data, plus frequent and regular collection and analysis of classroom-based reading assessments</p> <p><i>Research &amp; Development...</i> strategies and professional development aligned with current research</p>
Areas for Development	<p>Our thrust for 2021-2022 will continue to be on supporting the Leadership for Literacy initiative, the Math Project, and Social Emotional Learning,</p> <p>Regional In-Service, August 25-26, 2021 will be Katie White, Solution Tree (Assessment)</p> <p>In-school Instructional/Literacy Coaches, Math specialists, interventionists and support personnel are key to the success of both the literacy and numeracy components of the L4L initiative, with a tangential focus on early reading and math development, despite some changes in the makeup of some schools' personnel</p>
Additional Comments	<p>Each school submitted an SSI Proposal for funding for 2020-21, and again for 2021-22, that secured ECE and NWTTA funding and topped up by the SSDEC.</p> <p>Proposals included baseline data and targets for improvement</p>

<b>Name of SSI Project</b>	<b>Planned Timeline for Implementation</b>	<b>Was the SSI Project Implemented as planned? (Yes/No)</b>	<b>If No, why not?</b>
PWK: Improving Teacher Efficacy Through Job-Embedded Professional Development	2018 - 2021	Yes	
LK: Improving Literacy and Numeracy	2018 - 2021	Yes	
JBT: Improving Numeracy Intervention on the Essentials	2018 - 2021	Yes	
PA: Intervention Program Support	2018 - 2021	Yes	
HC: Intervention Program Support	2018 - 2021	Yes	
DN: Numeracy Intervention	2018 - 2021	Yes	
DJSS: Powerful Guided Reading	2018 - 2021	Yes	
CS: Literacy - Filling the Gaps	2018 - 2021	Yes	

## H. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	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	Relationships between staff and students is impressive in South Slave schools. SSDEC Violence Threat Risk Assessment (VTRA) protocol Each school uploaded their safe school plans to the new CLEVR site established by ECE. The SSDEC priority of social responsibility and social emotional learning found schools prioritizing SEL programming, actively committed to developing trauma sensitive safe and caring schooling environments.		
Areas for Development for the region	Training and refinement of the set up and use of the new CLEVR site Update submissions based on feedback from ECE in 2021 Continue to infuse social and emotional learning across every grade, every teacher in every class in all subject areas, especially in this pandemic time when mental health, anxiety and stress are more prevalent.		
Additional Comments for the region	Non-Violent Crisis Intervention (NVCi) and/or Supporting Individuals through Valued Attachments (SIVA) training for staff in 2021		

### I. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based <b>healthy relationship programming</b>.</p>	<p>As part of Council’s targets in Social Responsibility, all schools are required to provide a minimum of 15 lessons (or 10 hours). At least 85% of K-10 students participate in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as the <i>Dene Laws</i>, <i>7 Sacred Teachings</i>, <i>Incredible Flexible You</i> (ages 4-7), <i>Zones of Regulation</i> (K-3), <b>WITS</b> (gr 1-3), <i>Superflex</i> (gr 3), <b>WITS LEADerS</b> (gr. 4-6), <i>MindUp</i> (preK-8), <i>Second Step</i> (gr. K-9), <i>Mindful Schools</i> (K-adolescent), <b>Fourth R</b> (gr 7, 8, 9), <b>Fourth R Plus</b> (gr 7 - 11), or <i>Leadership and Resiliency Program</i> (LRP gr 7-12). The majority of schools integrate this programming into Health and CALM classes.</p> <p>With the current pandemic situation, the need for social emotional learning, mental health supports, empathy and resiliency have been noted. Additional Regional PD is planned and will be delivered by Regional staff on Principal/ DEA request to schools and parent communities as ended.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	25%	25%	
% of schools with grade 4-6 students offering LEADS.	25%	25%	
% of schools with grade 7-9 students offering the Fourth R.	75%	75%	
% of schools with grade 10-11 students offering HRPP.	50%	50%	
Areas of Strength for the region	As a priority of the SSDEC, the vast majority of South Slave students participated in at least 15 social emotional learning lessons in 2020-21.		
Areas for Development for the region	Encouraging and strengthening parental involvement in social responsibility and SEL helps to ensure deep, transfer of learning to students.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The limit on duty travel hampered some of the supports, and not all communities had the bandwidth required to access online and virtual counselling supports and resources.
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in (if applicable).	JBT	Second Step: JK-6	Yes	
	PWK	4 <sup>th</sup> R: 7-9 HRPP: 10-12 SCC: 7-12	Yes + CWW: 7-12	Jordan's Principle funding to hire a Community Wellness Worker to work alongside School Community Counsellor
	HC	WITS: JK-3 We Thinkers: JK-K Zones of Regulation: 1-3	Yes	
	PA	LEADS: 4-6 Second Step: 4-6 Zones of Regulation: 4-6 4 <sup>th</sup> R: 7	Yes	
	DJSS	4 <sup>th</sup> R: 8-9 HRPP: 10 LRP: 8-9 Zones of Regulation	Yes & No	Covid-19 did not allow us to offer the LRP Program and have found that a more global approach to self-reg. is more effective than Zones of Reg. alone
	DN	JK-3: MindUp 4-6: Zones of Regulation WITS: JK-3 LEADS: 4-6 4 <sup>th</sup> R: 7-9 HRPP: 10-12	Yes	
	LKDS	We Thinkers: JK-2 Second Step: JK-5 Think Social: 3-6 4 <sup>th</sup> R: 7-9 HRPP: 10-12	Yes	
	CSEC	MindUp: JK-12 Zones of Regulation: JK-12 4 <sup>th</sup> R: 7-12	100% of JK-9 students have access to program – over 90% achieving outcomes	Students in Gr 10-12 on self-paced programs so not in 'classes'.



## J. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (Chipewyan, Cree, English, French, or South Slavey)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explain difference (if applicable)
JBT	Chipewyan	Core	K-6	100%	150	150	
	Cree	Core	K-6	100%	150	150	
	French	Core	K-6	100%	150	150	
	French	Immersion	K-6	13%	1125	1125	
PWK	Chipewyan	Core	7-12	18%	200	200**	Min/week less for 6 weeks - part time due to COVID.
	Cree	Core	7-12	23%	200	200**	
	French	Core	7-12	19%	200	200**	
	French	Immersion	7-9	15%	700	700**	
HC	South Slavey	Core	JK-3	43%	150	150	
	French	Core	JK-3	57%	120	120	
PA	South Slavey	Core	4-7	63%	120	120	
	French	Core	4-5	34%	90	90	
	French	Intensive	6	14%	1152 Sem. I 390 Sem. II	1152 Sem I 390 Sem II	
	French	Post-Intensive	7	15%	315	315	
DJSS	South Slavey	Core	8-12	16%	Jr: 213 Sr: 398	Jr: 180 Sr: 398	Covid- A Day/B Day
	French	Post-Intensive	8-10	35%	Jr: 336 Sr: 398	Jr: 180 Sr: 398	Covid- A Day/B Day
DN	Chipewyan	Core	JK-12	96%	JK/K: 100 1-9: 150 10-12: 300	JK/K: 100 1-9: 150 10-12: 300	
CSEC	South Slavey	Core	JK-12	90%	225	225	
LKDS	Chipewyan	Core	JK-12	91%	225	225	

\*Please include a row per school /per language /per type of instruction



**K. Northern Distance Learning**

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
DN	\$29,250	\$30,750	\$60,000	\$60,000	We contribute to housing for CUSO volunteers; this helps to ensure that we have ISPs available.
LKDS	\$31,250	in kind	\$31,250	\$3,746	Difficulty finding ISP
<b>TOTAL</b>	\$60,500	\$30,750	\$91,250	\$63,746	

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
DN	2	1	CUSO	One ISP left in Nov but was quickly replaced.
LKDS	1 (until end of March)	6 months	Local Hire	Difficulty finding someone reliable. No housing for them.

The following tables detail the region’s to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Northern Distance Learning</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>The need for Northern Distance Learning in our region is very high, as much so in the regional centres as in the outlying communities. Three schools are currently eligible to participate in the NDL program. The community that has not joined is simply because they don't currently have any students who would qualify and benefit from the program (only a few students in these grades; smallest school in the region).</p> <p>Due to the unique situation this year with COVID-19, the need for emergency remote learning services that suit our students, in both a synchronous and asynchronous manner has been highlighted. To that end, we have begun a research project to explore potential options for distance/online education which may be used as a planned program option, or as an emergency option should the need arise.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of eligible high schools offering NDL classes.	67%	67%	
% of NDL course credits acquired within the school year.	LK 66% DN 100%	LK 0% DN 100%	students withdrew
% of NDL students passing diploma exams (for NDL courses) written within the school year.	LK n/a DN 100%	LK n/a DN 100%	
Areas of Strength for the region	NDL is actively promoted and supported for those students wishing to participate.		
Areas for Development for the region	Attendance is the main challenge – students fall behind then withdraw (e.g. LKDS students)		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students taking NDL courses, per school.	DN	7	7	
	LKDS	3	0	3 were enrolled first and second semester but dropped out.
Number of NDL endpoints actively in use, per school.	DN	2	2	
	LKDS	1	1	

### 3. Inclusive Schooling

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The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

#### A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
1	1		1	

**B. Program Support Teachers**

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
JBT	2.20	2.0	0.2 funding added to SA support	2.0	
PWK	2.11	2.0	0.11 funding added to SA support	2.0	
HC	1.26	1.0	0.26 funding added to SA support	1.0	
PA	1.32	1.0	0.32 funding added to SA support	1.0	
DJSS	1.71	2.0		2.0	
DN	1.00	1.3		1.3	
CSEC	1.00	1.0		1.0	
LKDS	1.00	1.0		1.0	
<b>TOTAL</b>	11.6	11.3	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	11.3	

**C. Support Assistants**

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
JBT	7.98	11.2		12	
PWK		3		3.2	
HC	7.95	5.3		5.3	
PA		8		8	
DJSS		6.6	Additional 3.2 from Jordan's principle funding.	6.9	
DN	1.44	6.9	Funding reallocated from other areas + supplemental Jordan's Principle funding	7.5	
LKDS	0.95	3.2		3.2	
CSEC	0.53	2.4		2.4	
<b>TOTAL</b>	<b>18.85</b>	<b>46.6</b>	<ul style="list-style-type: none"> <li>• Student needs greater than funding allocated to each school</li> <li>• Funding reallocated from other areas + supplemental Jordan's Principle funding</li> </ul>	<b>48.5</b>	supplemental Jordan's Principle funding

**D. Magnet Facilities**

Bosco Homes Trail Cross Treatment Centre in Fort Smith provides services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

<b>Positions</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for variance (if applicable)</b>
Teachers	1.0	1.0		1.0	
Support Assistants	1.0	0.8		0.8	
<b>TOTAL</b>	2.0	1.8	Remaining funding allocated to main campus as students at Trail Cross transition to regular classes as part of their educational plans	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.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for variance (if applicable)</b>
\$10,000	\$9561	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	\$10,251	

**E. Inclusive Schooling - Staff Development**

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$115,277	\$110,752	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.	\$51,514	COVID travel restrictions

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

<b>Type of Training</b>	<b>Audience Intended (PSTs / Educators / Support Assistants / Principals)</b>	<b>Planned Topic</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
Annual In-service	SA's	SA Handbook, Growth Planning	Aug 27-28 Hay River	No	COVID travel restrictions
Small group, community, or school-level in-services	PST's, SA's, Teachers	NVCI/SIVA	Upon request	YES (SIVA)	
		Behaviour Management		YES	
		Self-Regulation		YES	
		Reading Interventions		YES	
		SCERTS		YES	1 School requested training in this area
		Understanding by Design		NO	Not Requested
		Assistive Technology		YES	

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year.</p>	<p>The Regional in-service at the beginning of the year reviews and celebrates our initiatives and has targets set for the upcoming school year. In-servicing and job-embedded PD is available throughout the school year in particular to PSTs and SAs, and at times parents. The RISC and the School Based Support Teams (SBST), are continuing to develop a 5-year work plan for our Region’s priorities and training requirements. The 2020/2021 RISC work plan was been distributed to all principals to ensure they were informed of supports available.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100%	100%	Sessions held for teachers as dictated by the needs of students.
% 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, <b>including any specific information related to the COVID-19 pandemic.</b>	We look forward to the proposed SA training with ECE in 2021/2022 to enhance further supports for students.		



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).

<b>Name of Contractor</b>	<b>Type of Service</b>	<b>Reason for the Service</b>	<b>School(s) impacted by Service</b>	<b>Length of Contract</b>	<b>Total (\$)</b>
Dean Educational and Psychological Counselling	Ed Psych Assessments	Learning difficulties / progress concern	DJSS CSEC LK	2 weeks	\$24,843
Austin Psychology	Cognitive and Behavioural Assessments	Social, emotional and behavioural concerns	JBT	4 days	\$8290
SIVA	Professional Tech Services	SA training – 9 60 people)	All schools in region	2 days	\$18,000
Alberta Assessment Consortium	Subscription	Ongoing access to webinars etc	RISC	1 year	\$1100
Image Language Connection	Subscription	Ongoing access	RISC	1 year	\$950 USD
WITS	Online training and materials	K-6 school support	JBT	1 week	\$5302
Queens University	Online 6-week course	Level B assessment training	DJSS PA, CSEC JBT RISC	6 weeks	\$5145
Pearson	Testing kits – Level A and B	Provide kits as required for Level A and B course work and assessment in schools	SSDEC region		\$6935
SIVA training for RISC	Training	Train the trainer	RISC		\$1300

\*\* We also had funding from Jordan’s Principle to offset some of the cost of Educational Psychology fees.

***F. Assistive Technology***

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$103,839	\$47,565	IPads (x20), Think pads, Lenovo Idea pads, 3 Surface Pros, Apple Pens	under budget by \$50,907 as spending is done according to as-and-when needs identified
	\$5,367	Freight for equipment orders	

**G. Healing and Counselling**

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
DN	\$18,194	\$0	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions, and to supplement funding for Support Assistants.	\$0	
JBT	\$44,450	\$0		\$0	
PWK		\$108,540	Combined with Wellness PY funds to hire a student counsellor (social worker)	\$100,940	
DJSS	\$42,662	\$0	Allocated dollars used in staffing plan to increase SA PY's	\$0	
HCS		\$0		\$0	
PAS		\$0		\$0	
CSEC	\$13,124	\$0	Paid by the band	\$0	
LKDS	\$17,075	\$0		\$0	
Enterprise	\$11,300	\$0		\$0	
<b>TOTAL</b>	\$146,804	\$108,540	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions, and to supplement funding for Support Assistants.	\$100,940	Employee salary and benefits less than budgeted average

### H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	The RISC, in collaboration with the PSTs, review all SSPs and IEPs to ensure supports are aligned with the stated goals. The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs.  Travel restrictions due to the pandemic necessitate video-conference meetings to continue supports to PSTs as needed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	varies	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	Covid-19 concerns
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 every 2 months	YES	
Number of times per year that the RISC meet with the PSTs in person	3	6 plus meetings	RISC and Asst Supt were active in visiting all schools

			and providing one-to-one hands on consults/services
Areas of Strength for the region	School Based Support Teams (SBST) are strong and renewal of SSPs and IEPS were undertaken in consult with the RISC and Asst Superintendent as needed.		
Areas for Development for the region	Training in the new IEP required for 2021/2022 Retirement of RISC will require efforts to staff and bring new RISC up to speed		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Principals ensure the staffing and supervision of a Program Support Teacher and an Instructional/Literacy Coach in their schools. Principals also conduct regular classroom walk-throughs in order to reinforce and celebrate teacher use of evidence-based instructional practices, namely small group, differentiated guided instruction/reading that have been required of them and supported by the Coach and the PST through the year. Principals also sit on and/or chair SBST meetings. Most Principals delegate the scheduling, meeting and conducting of class reviews to PST’s.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	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	Principals supervised and monitored Program Support Teachers and Instructional/Literacy Coach(es) in their schools. Regular classroom walk-throughs were conducted in order to reinforce the use of evidence-		

	<p>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. The SBST meetings were effective in allowing communication and collaboration to enhance supports.</p>
<p>Areas for Development for the region</p>	<p>As needs arise, particularly in the area of mental health exacerbated by current pandemic circumstances, being proactive and prepped to respond with agility and effectiveness in the moment.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Regional office staff continued to provide support leveraging technology, although the desire and best practice would be to work in-person with principals, PSTs and SBSTs to share expertise, collaborate and together build instructional and support plans as needed.</p>

### J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	Our RISC reviews expectations with Principals and PST’s (individually and at team meetings) and PST’s notify the RISC if services/resources are required. The RISC attends SBST meetings upon request. Creating timely and seamless wrap around support is the intent.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	As needed. All have access
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	varies	100%	
% of SBST meetings that focus on solving specific problems	varies	100%	
% of SBST meetings that address systemic issues in the school	varies	100%	
Areas of Strength for the region	SBSTs are a part of the school cultures, accessed regularly by teachers to ensure supports are put into place for students with unique needs. There is active monitoring, follow up and review to ensure supports are appropriate and meaningful and also adapted to suit changing needs. Principals are part of the SBST and well informed as to the needs, challenges and success of their staff and students, and able to support or advocate for additional services or resources as needed.		



Areas for Development for the region	The PST/RISC workplan has identified the need for training, and the development of a region-wide guide for creating and ensuring SSPs & IEPs are consistent and accurate which would reflect the IS directive and the needs of the students.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	As Covid-19 health guidelines are updated and travel restrictions are lifted, greater face-to face supports and in-school offerings may be presented.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	JBT	2/Month (30 min.)	2/month (30 mins)	Also on an as needed basis for emergent issues
	PWK	Weekly (30 min.)	More than once/week	Frequency varied based on need (i.e. more than once/week at beginning of year)
	HC	Weekly (30 min.)	30 mins per week	
	PA	Weekly (30 min.)	30 mins per week	
	DJSS	Weekly (30-45 min.)	Exceeded school target	The need for SBST Meetings significantly increased due to Covid-19
	DN	Weekly (60 min.)	Weekly 60 mins	
	LKDS	Weekly (30 min.)	30 mins per week	
	CSEC	2/Week (45 min.)	2/Week (45 min.)	

### K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	The RISC reviews all SSPs and IEPs to ensure they have been reviewed, updated and finalized every term (3 or 4 times/year depending on the school). The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs and that they are reviewed at least 2 times/year. Parents are always informed of and have the opportunity to consult as part of the review process.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers 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 participating 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	Teachers created SSPs for students who required them, with support of the PSTs and RSCs as needed. SBSTs are accessed regularly by teachers to ensure supports are put into place for students.		
Areas for Development for the region	The PST/RISC workplan has identified the need for training and ensuring SSPs & IEPs are consistent and reflect the IS directive and the needs of the students.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	During the Covid school closure, PSTs and SAs worked collaboratively with classroom teachers to ensure complex needs students were receiving ongoing support through the development and delivery of classroom packages, use of zoom/google (where appropriate), and by direct contact with parents within regulations and where safe to do so.		

**L. PST Activities**

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	At every RISC/PST regional meeting, the topic is discussed and any concerns are addressed. The expectation is discussed during at least one regional Principal meetings each year as well as individually with each principal in the process of developing their staffing plans (January/February) for the coming school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% 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	Most of the regional PSTs are long service staff members who are well versed in the role and responsibilities of the PST. Normally, pre-pandemic PSTs met regionally twice a year and attended territorial training sessions. PSTs work frequently with the RISC to ensure complex needs students are provided with ongoing support. Teachers tracked and that students received at least 15 SEL lessons. Staff received training for NVCI from other certified PSTs.		
Areas for Development for the region	The PSTs have developed a work plan that provides them with direction and focus for regional growth. In this plan, the PSTs have identified trauma, social-emotional learning, and PBIS as areas for continued research and implementation in the schools.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The PSTs developed a number of resources (including slidedecks) during the school Covid shut down period to be used by parents for supporting students with complex needs at home. This included instructions for health-related items (masks, handwashing, etc.) and for younger students to support fine and gross motor skills.		

## 4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

### A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
1.00	1.00		Equivalent to 1.0	SSDEC's RILE took promotion at ECE, so we contracted and relied on former employee in partnership with freed up Indigenous Instructional Coach to take the lead in the absence of a full time RILE

## B. Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
JBT	4.01	2.8	2.0 Instructors 0.8 IL Trainee	2.4	JBT trainee utilized elsewhere part time
PWK		2		2	
HC	3.21	1		1.4	PA trainee split between two schools
PA		1.8	1.0 Instructor 0.8 IL Trainee	1.4	PA trainee split between two schools
DJSS		1		1.25	
DN	1.12	1.8	1.0 Instructor 0.8 IL Trainee	2	0.8 increased to 1.0
LKDS	1.00	1		1.5	
CSEC	0.9	0.8		1.2	
<b>TOTAL</b>	<b>10.24</b>	<b>12.2</b>	2 more Indigenous Language Instructors / Trainees hired with freed up Indigenous Education and Community Support funding (see pgs 57 & 83)	<b>13.15</b>	Additional part time positions established

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some regions have indicated difficulty in filling Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	IL trainees have been hired to work in various schools (DN, HC/PA, JBT). These trainees have been participating in regional in-services/ECE workshops and taking a course through CILDII (UofA). This commitment to training is intended to enhance service delivery and maintain continuity through turnover.
What plans do you have to recruit and train language teachers in the future?	There is an ongoing effort throughout the region to identify and hire trainees into these ILE positions.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	There was no impact so far as our IL positions were already filled. The potential for concern is many of these instructors are in the high-risk category (health and age) as our Elders are often the language speakers in the communities.

### C. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 <sup>rd</sup> Party Funding (\$) & Source (If applicable)
JBT	\$76,300	\$36,476		\$44,627		
PWK		\$36,476		\$47,706		
HC	\$94,500	\$30,118		\$28,573	Fewer elders hired due to COVID	Spent more at PA than HC
PA		\$30,118		\$36,272		
DJSS		\$30,118		\$89,449		
DN	\$35,100	\$33,560		\$35,000		
LKDS	\$31,250	\$29,879		\$33,000		
CSEC	\$26,054	\$26,054		\$26,100		
<b>TOTAL</b>	<b>\$264,400</b>	<b>\$252,799</b>	Funding reallocated within ILE to offset under-funding of positions.  Indigenous Education funding supplements hiring of 2 more Indigenous Language Instructors / Trainees than funded (see page 55)	<b>\$307,727</b>		

### D. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools.</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. SSDEC schools will set goals within their Indigenous Language &amp; Education Committees that directly relate to the Indigenous Languages Handbook. The ILE committee will take time during each Community Education Planning day to review those goals. Council has a regional target of 85% of families attending at least one parent engagement event each year (3-way parent-teacher-student conference, school assembly, literacy evening, etc., monitored school-by-school and student-by-student). Council also has four annual targets for the percentage of parents who have a discussion with their child’s teacher and understand their child’s strengths and stretches in reading and math, and are satisfied with their child’s growth in reading and math. Cultural events/projects are encouraged but Elder safety is a priority and a potential impediment during the pandemic.</p>		
<p><b>Regional Performance Indicators</b></p>	<p><b>Regional Targets</b></p>	<p><b>Achieved Results</b></p>	<p><b>Explanation for difference</b> <i>(if applicable)</i></p>
<p>% of schools with an ILE Committee</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools with Elders hired for regular school programming, scheduled on a daily basis</p>	<p>100%</p>	<p>n/a</p>	<p>COVID restrictions and our desire to protect our vulnerable populations limited the regular hiring of Elders in our schools.</p>
<p>% of schools hosting community gatherings rooted in local cultures</p>	<p>100%</p>	<p>n/a</p>	<p>Cultural gatherings were also eliminated due to COVID restrictions</p>



Areas of Strength for the region	South Slave schools have excellent relations with Elders in our communities as well as parents and the community leaders. Although direct in-school contact was limited, several of our schools were able to use their school ground cultural camps to initiate some socially-distanced outdoor contact between Elders and student groups. Many of our schools also used this time to make changes to their school entrance-ways, purchasing displays, signage and cultural artifacts that proudly celebrate the language, artistry and cultural customs of the community.
Areas for Development for the region	Several schools constructed Cultural camps on school grounds. Construction of these camps will continue through 2021-22 school year and they will provide more opportunity for school – community (Elder) gatherings in a cultural setting.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	As mentioned, Covid restrictions has reduced Elder and community contact this past school year but once we move into a post-Covid era, we hope and expect to renew the frequency and quality of community / Elder contact we once enjoyed.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	DN	Project/event specific	N/A – Covid-19 Restrictions.	COVID restrictions
	JBT	Part-time (2 aft/week), project/event specific	Elder mentor hired every Friday, attempted twice a week in nicer weather	Weather conditions and accommodating Elder needs
	PWK	Project/event specific (monthly)	Only for outdoor events	COVID restrictions
	DJSS	Part-time (in Dene Yatie & NST), project/event specific	Yes (part-time, casually as well as remotely)	COVID restrictions
	HC	Project/event specific (weekly)	Yes, but format and time altered to combination of monthly and weekly	COVID restrictions
	PA	Project/event specific (weekly)	Yes, but format and time altered to combination of monthly and weekly	COVID restrictions
	CSEC	Part-time (weekly), event specific	Addition of Language mentor 2 hours per day	COVID restrictions
	LKDS	Part-Time (bi-weekly) & project specific	Part-Time (bi-weekly)	COVID restrictions
	DN	K-9: Dene Laws K-12: Peacekeeping Circles, Traditional Games, Culture	Yes, but modified to suit restrictions due to Covid protocols	COVID restrictions



Types of events/ projects involving cultural resource people per grade level		Week, Feeding the Fire Ceremonies 10-12: Traditional skills		
	JBT	JK-6: language support, jigging, camp storytellers	Elders came in for language support in Chip and Cree, demo skinning, dry meat making, bannock making, tea, story telling in the cultural area and the rabbit dance in the classroom	
	PWK	7-12: camp elders, storytelling, cooking, beading, drumming, crafts, language support, hand games, language assessment	Only for outdoor activities	COVID restrictions
	DJSS	8-9: drumming, art, language support, LRP field trips 10-12: NST/SST support 8-12: trapping camps, language assessment, ceremonies, assemblies	Gr. 8: trapping camp Gr. 9: art, language support, ice fishing field trips 10-12: NST/SST support, beaver mitt making 8-12: art, language support, language assessment, ceremonies (feed the fire and gifting)	COVID restrictions
	HC	JK-3: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games	Yes, with addition of trapping camp	
	PA	4-7: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games	Yes, with addition of trapping camp	
	CSEC	JK-12: Speaking the language, sharing stories, skills, talents, use of Elders/community members when planning units/lessons	Language Mentor supported IL, telling stories, sharing skills, Sandy Creek Camp, drumming, Heritage fair resource, sewing	
	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)	JK-6: nature walks (local plants and animals); projects around the school (dry fish making, teepee teachings) JK-12: specific projects (sewing, drymeat/dryfish making, fish nets, culture camps, hunting, )	

<p>Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	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	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	Events adapted as needed to meet COVID restrictions and protocols.
	JBT	Literacy/Numeracy/Social Responsibility nights, Winter Concert, community BBQ's on portfolio nights, parent info night	All 3-way conferences held over phone or virtually.	COVID-19 restrictions
	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	Drastically altered formats due to COVID (ZOOM or Facebook Live broadcasts)	COVID restrictions
	DJSS	Feeding the Fire ceremonies, Elder's Tea, Elder's Feast, Hand Games, Cultural performances	Feeding the Fire ceremonies & Gifting Ceremony	COVID restrictions
	HC	Assemblies, Dene Games day, cultural days, Christmas celebration, Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)	Yes, but changes to Assemblies, parent-teacher meetings. There was an addition of the Trapping camp.	
	PA	Assemblies, Dene Games day, cultural days, Christmas celebration, Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)	Yes, but changes to Assemblies, parent-teacher meetings. There was an addition of the Trapping camp.	
	CSEC	School Opening, Christmas Feast, Year-end Celebration Math /Literacy nights Culture camp, Elder's tea, traditional games and hand games, Heritage Fair, Awards Assembly, CEP, Meet the teacher activities, 3-way conference days		Due to COVID had to do online promotion of events and alter the 3-way conference process Take a Kid Trapping family

				camps for culture
	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	Spring Camp Spring Hunt Fire Ceremony	The rest happened virtually as we were not allowed to host big events due to COVID restrictions
# of ILE Plan goals met, not yet met or still in progress	DN	All goals will be met	All goals were met, however the cultural camp continues to be a work in progress due to weather delays, rising costs of lumber etc.	Weather delays, rising costs of lumber have slowed progress on cultural camp completion.
	JBT	Undertake ILE Action Planning workshop with ECE	Taken with all NWTTA staff in February 2021	
	PWK	All goals will be met	All goals met – Elder’s wall still in progress	
	DJSS	All goals will be met	9/16 Met 2/16 Not met 5/16 In progress	COVID related & we had more goals than we had the capacity to achieve in 1 year
	HCS	All goals will be met	All goals met	
	PAS	All goals will be met	All goals met	
	CSEC	All goals will be met	All goals met, held 3rd ILE session by April 14	
	LDS	Undertake ILE Action Planning workshop with ECE	Completed October 2020	
Type of Indigenous content visible	DN	Artifacts, Language signage, children’s books in all 3 Indigenous languages.	Artifacts, Language signage, children’s books in all 3 Indigenous languages	

<p>within school and % of school used to display content. <i>(e.g. artefacts, Indigenous role models, Elders' wall, etc.)</i></p>	JBT	Artifacts, Language signage, children's books in all 3 Indigenous languages.	Artifacts, Language signage, children's books in all 3 Indigenous languages.	
	PWK	Artifacts, Language signage, children's books in all 3 Indigenous languages.	Still waiting on signage in both Chip & Cree	
	DJSS	Artifacts, Language signage, children's books in all 3 Indigenous languages.	Photos of elders, Metis sashes, drums, furs, Dene Laws and other Indigenous posters artwork and signage.	
	HC	Artifacts, Language signage, children's books in all 3 Indigenous languages.	Artifacts, Language signage, children's books in all 3 Indigenous languages.	
	PA	Artifacts, Language signage, children's books in all 3 Indigenous languages.	Artifacts, Language signage, children's books in all 3 Indigenous languages.	
	CSEC	Artifacts, Language signage, children's books in all 3 Indigenous languages.	Artifacts, Language signage, children's books in all 3 Indigenous languages.	
	LKDS	Artifacts, Language signage, children's books in all 3 Indigenous languages.	Artifacts, Language signage, children's books in all 3 Indigenous languages, monthly newsletter contains the language	

### E. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators.</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. In line with the direction from ECE, schools offer two days of Cultural Orientation each school year. Staff is engaged in a variety of cultural awareness training either on-the-land or in school. Many local knowledge keepers and Elders facilitate sessions. The SSDEC hosts a two-day regional In-service each year (end of August) in Hay River, inclusive of an orientation session for new teachers as part of our offerings. We actively participate in the Mentor program, where new teachers or teachers new to the north are matched with experienced local teachers. The SSDEC also has a <i>Leadership Capacity Building Fund</i> to supplement access to Regional NWTTA PD funding if a teacher is presenting at a conference. The percentage of current South Slave teachers who have received residential schools awareness training is 98% through 2019-20, either through participation in the ECE provided orientation for teachers new to the north, and/or through regional or community-based cultural orientation sessions with the blanket exercise or other similar activities as part of a cultural orientation day.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of schools will have had the initial ILE handbook workshop (action planning) by the end of 2020-21 (LK&JBT)	100%	

	Regional ILE meetings (4 days) (5%)		
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	<p>Each school ensured all staff were trained and prepared to be trauma sensitive and to engage in training and development with regard cultural awareness, humility and respect.</p> <p>Regional Coordinators visit schools at least three times per year (each) to support educators directly. Further, the SSDEC's Leadership Capacity Building Fund supplemented school leadership team access to Regional NWTTA PD funding.</p> <p>Each school coordinated two facilitated Cultural Orientation days. Further planning for ILE Action Plan workshops in some schools, along with ILE Review of others, allowed accountability and monitoring to occur to ensure we are exceeding expectations and meeting all SSDEC priorities.</p>		
Areas for Development for the region	<p>Continued staff development to ensure they are aware of the importance of including our local Elders and knowledge keepers in the school community and not overstepping their bounds and engaging in cultural appropriation.</p> <p>Continued work on children book publications in each of the 3 Indigenous Languages.</p> <p>Continued training and development to ensure continuity when staff turnover occurs.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Access to regional and NWT wide PD opportunities in support of this initiative continues to be required.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	DN	Elders – history of area, local residential school, on-the-land activities, local beliefs, basic language 100%	Yes, but not with elders in attendance for Covid safety.	
	JBT	On-the-land (river) activities led by Chipewyan & Cree Elders 100%	Did not go on the land (did COVID training instead). Also participated in Ribbon skirt making and moccasin making.	

	PWK	Local history, local government, on-the-land safety, drum making, traditional food preparation, Dene Kede (Indigenizing Education)  100%	Use of Elders (and food preparation) was restricted to outdoor activities – cultural area in front of the school. Planned staff overnight on-the-land experience did not occur. In-school meetings/training (indigenizing Education) were held by Zoom w/ in-house presenters.	Activities modified due to COVID restrictions
	DJSS	Indigenizing Education, ILE handbook review, Local Residential School history, community cultural activities  100%	2x Indigenizing Education In-services through ECE, community cultural activities (Via zoom KFN Kamba Carnival), revamped and solidified our ILE plan and committee  100%	
	HC	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing  100%	Completed all planned activities with the addition of trapping camp.	
	PA	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing  100%	Completed all planned activities with the addition of trapping camp.	
	CSEC	Fishing, local medicine, hand games  100%	Due to COVID-19 had to alter process. Sandy Creek, Language Mentor, norther/dene games, sessions on local	

			medicine, fishing, Family Camp	
	LKDS	Fire ceremony, dry meat making, dry fish making, beading, fish scale art, fishing, community feast  100%	Fire ceremony, dry fish making, fish scale art, fishing Covid restrictions stopped the other.	
Number of local resource people and type of involvement in Cultural Orientation activities.	DN	5/day	Yes	
	JBT	4-6/day	We have hired at least 4-6 Elders from the community to teach and lead cultural activities and lessons to staff and students	
	PWK	3-5/day	N/A (in-house)	COVID
	DJSS	3-5/day	2 people/day Preparing Indigenous food, sharing stories, offering prayers	Reduced numbers of participants due to COVID restrictions
	HC	5/day	Yes	
	PA	5/day	Yes	
	CSEC	5/day	Yes	
	LKDS	3-4/day	Yes	



**F. Employing a Whole School Approach to Language Use**

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<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) SSDEC schools will set goals within their Indigenous Language &amp; Education Committees that directly relate to Employing the Whole School Approach to Language Use. The ILE committee will take time during each Community Education Planning day to review those goals. Our RILE and Indigenous language instructor team are tasked with helping establish and/or support ILE committees in each school as well as sharing best practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	<p>SSDEC schools have long promoted the language throughout the school and into the community. Our three IL dictionaries have been essential and welcomed resources for people in the community seeking to learn and speak their language. Community and Elder involvement were integral to the production of all three dictionaries and the process of bringing Elders into our schools to work on these projects demonstrated the SSDEC’s commitment to our Indigenous Languages. Almost all of our schools have had signage in the local languages for several years now</p>		

	and all SSDEC staff members continue to be expected to learn and use common greetings in the languages when greeting students and community members in a school setting. Regional IL fluency data was collected and shared with all staff for the first time at the end of 2020-21.
Areas for Development for the region	The SSDEC has responded to requests to expand the dictionaries with additional words and phrases and we have completed phase 1 of this work but there are several more phases to complete in the years ahead before the revised dictionaries are republished.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Public events have been limited due to COVID restrictions and this has dampened our ability to celebrate and promote our languages in the manner and custom we are familiar with. We are hoping to return to a new-normal after restrictions are lifted

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	DN	Daily announcements Phrase of the week Reinforcement & practice of using the language in the halls 100% ILE class participation Use of language at all cultural activities Dene Kede in all classes	100% achieved	
	JBT	Daily announcements Language use at assemblies and in newsletters/calendars IL month Staff practice at meetings and during STIP time Culture camps Weekly cultural activities Taking learning outside – school cultural area	No assemblies, using language over PA and in meetings and calendars. Created weekly culture time for classes to sign up for with ILE instructors in afternoons that can be inside or outdoors in cultural area, snowshoeing or doing other cultural activities – it has been wonderful!	COVID restrictions
	PWK	Signage in all languages Announcements/O Canada Weekly Staff language lessons and practice in the halls IE committee as part of our PLC	Still waiting on signage, Elder’s visits restricted to outside activities (COVID)	

		Announcements, assemblies, feasts, celebrations, Dene Laws, Sharing Circles, Unit planning, Elder/community member visits		
	DJSS	Daily announcements Basic classroom requests by all staff Staff meeting use School assemblies Traditional Land acknowledgement	Daily announcements Basic classroom requests by some staff Staff meeting use School assemblies Traditional Land acknowledgement	New hires did not getting maximum exposure due to COVID restrictions
	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	Yes, but with changes to morning announcements due to staggered dropped off, changes to whole school in-gym assembly format.	COVID restrictions
	PA	Indigenous Language Intern Dene Yati taught 4-7 Culture classes for all students On-the-land experiences Greetings and common phrases taught to all students/staff Morning announcements in South Slavey Assemblies opened with South Slavey Greetings along with recognition of traditional lands Sharing Circles Dene Laws Awards for Dene Yati	Yes, but with changes to morning announcements due to staggered dropped off, changes to whole school in-gym assembly format.	COVID restrictions

	<p>CSEC</p>	<p>ILE in-service Morning &amp; afternoon greetings Common classroom requests Monthly newsletters</p>	<p>Facebook teaching videos on language Use of Dene Yati in school slogan Facebook postings daily of student work Frequent/ daily communication with parents via text/email from principal</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>Weekly cultural activities Use of language in all classrooms/ hallways Elder walks Using Dene Laws as basis for PBIS Drumming Weekly/monthly language challenges Maintaining ties with Elders, traditional ceremonies Invite Elder's and traditional knowledge holders to take part in cultural activities Create connections between student's life experiences and learning Incorporate traditional knowledge in all classes not just Chipewyan class</p>	

### G. Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; 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>Each school’s ILE committee will work with staff to identify gaps in understanding and set goals to increase knowledge around Indigenizing Teaching and Learning Practices. The RILE will work closely with ECE to assist with further development in this area.</p> <p>Each South Slave teacher is required to become expert, and implement regularly and with fidelity, at least one of the below-listed evidence-based instructional approaches... and are expected to incorporate Indigenous worldviews and ways of knowing, doing, being and believing... and then write up and post/share at least one of those on our electronic bulletin board (using the provided procedures and templates for reporting; visible to all other South Slave teachers.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference (if applicable)</b>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	The SSDEC’s Elevating the Essentials document continued to be reviewed, for self-assessment and planning purposes, at least two times yearly with each teacher: which expects teachers to: “I integrate Indigenous language, culture and perspectives in learning (Aboriginal greetings, Dene Kede, Dene Laws...).		

Areas for Development for the region	The recent announcements of burial grounds in residential schools has strengthened our resolve to honour and celebrate Indigenous ways of being and knowing. Hire new RILE Coordinator who can coordinate training and support for teachers striving to Indigenize Teaching and Learning Practices. Asking our selves “How can teachers indigenize their classrooms well?” so that stereotypes are not perpetuated nor are staff overstepping their bounds and engaging in cultural appropriation.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID restrictions impacted some of the cultural experiences and sharing planned.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. (e.g. holistic, relational, spiral and experiential)	DN	Inquiry, SmartLearning, Fisher & Frey	100%	
	JBT	ECE ILE Handbook Action Planning wksp Feb 2020, Inquiry, SmartLearning, Balanced Literacy	Yes – ILE Handbook. Done PD on SMART Learning and Balanced Lit, Self Reg and others	
	PWK	Inquiry, Discipline Literacy, SmartLearning, Fisher & Frey	100%	
	DJSS	ECE Dene Kede wksp Oct 2020, Discipline Literacy, Fisher & Frey Student Visible learning	100%	
	HC	Inquiry, SmartLearning, Balanced Literacy	Yes, with addition of ECE ILE handbook, Dene Kede, ILE committee plans, cultural orientation and OLC.	
	PA	Inquiry, SmartLearning, Balanced Literacy	Yes, with addition of ECE ILE handbook, Dene Kede, ILE committee plans, cultural orientation and OLC.	
	CSEC	ECE ILE Handbook follow up wksp Nov 2020, Inquiry, SmartLearning, Fisher & Frey, Balanced Literacy	ECE ILE workshop #3 in April 2021 Inquiry, SmartLearning, Fisher & Frey Balanced Literacy	
	LKDS	ECE ILE Handbook Action Planning wksp Oct 2020, Inquiry, Balanced Literacy, Discipline Literacy, SmartLearning	ECE ILE Handbook Action Planning wksp, Inquiry, Balanced Literacy, Discipline Literacy, SmartLearning	

Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	DN	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.	100% - Yes	
	JBT	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities.	100% - Yes	
	PWK	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.	100% - Yes	
	DJSS	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.	100% - Yes	
	HC	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.	100% - Yes	
	PA	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.	100% - Yes	
	CSEC	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.	Yes - Increased visual displays of culture in school; use of language mentor to model Dene Yati language	
	LKDS	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities.	100% - Yes	



### H. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Dene Kede, the 7 Sacred Teachings, and the Dene Laws are foundational curriculum and programming resources that are expected to be utilized and reinforced in South Slave schools.</p> <p>Our schools have implemented Professional Learning Communities whereby Collaborative Learning teams (CLTs) meet during STIP times in some schools and as frequently as every second day in other schools. Indigenizing content is an expectation for such collaborative planning and then delivery.</p> <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
<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Indigenizing Education remains a focus of our regional In-Service and Cultural Orientation Days. Leveraging collaborative learning teams throughout the year to develop units of study that honours Dene Kede, the 7 Sacred Teachings, and the Dene Laws e.g. each teacher is required to design, deliver and post (on our FirstClass™ bulletin board system) at least one such unit or project, and teachers are asked to include a cultural component to align to our commitment to adapt <b><i>what is taught to where it is taught</i></b>, emphasizing the unique history, culture and place of the original peoples of the NWT so that our students can see themselves in their classrooms, and in the curriculum, thus meaningful and relevant learning experiences, both in the classroom and hands on (such as ceremonies or land based learning).</p>		



Areas for Development for the region	Continued training and development of cultural orientation and awareness, to maintain momentum despite turnover. Harnessing STIP time to promote development of units of study unique to the land, people and place of the NWT.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	DN	Each teacher does integrated year planning (1 day) with the support of the Instructional Coach, complimented by: <ul style="list-style-type: none"> <li>• CLT's meet weekly</li> <li>• 2 cultural orientation days</li> <li>• ECE Dene Kede Staff Training Workshop Oct 2020</li> </ul>	Yes - 100%	
	JBT	ECE ILE Handbook Action Planning wksp Feb 2021 Cultural Orientation & PD Days Each teacher integrates Dene Kede curriculum with explanation of how it will be interwoven in classroom (IC & Lang Teachers Support) Culture & Language (ILE) Committee meets regularly (approx. bi-weekly) Orange Shirt Day - lessons and discussions throughout school Purchased "This Place: 150 Years Retold" for Staff Book Study Created ILE focused display for main school entry ILE Plan embedded in CEP	ECE ILE Handbook Action Planning wksp Feb 2021 (done) Cultural Orientation & PD Days (ribbon skirt & moccasin making) Each teacher integrates Dene Kede curriculum with explanation of how it will be interwoven in classroom (IC & Lang Teachers Support) - continues Culture & Language (ILE) Committee meets regularly (continues) Orange Shirt Day - celebrated once a month Purchased "This Place: 150 Years Retold" for Staff Book Study - done! Created ILE focused display for main school entry - updated continuously	

			<p>Purchased Indigenous art to display from local artists</p> <p>Hired local Elders to teach ribbon skirt and moccasin making</p> <p>ILE Plan embedded in CEP</p>	
	PWK	<p>2 Cultural orientation Days</p> <p>ILE Plan embedded in CEP/SIP</p> <p>(revisited/updated 2 days/year)</p> <p>Instructional Coach works with all staff (on a scheduled basis) to provide support with Unit/LRP – PWK template includes a section re: Indigenizing education (Process &amp; Content)</p> <p>ILE Collaborative Learning Team scheduled to meet bi-weekly</p>	<p>2 Cultural orientation Days</p> <p>ILE Plan embedded in CEP/SIP</p> <p>(revisited/updated 2 days/year)</p> <p>Instructional Coach works with all staff (on a scheduled basis) to provide support with Unit/LRP – PWK template includes a section re: Indigenizing education (Process &amp; Content)</p> <p>ILE Collaborative Learning Team scheduled to meet bi-weekly</p>	
	DJSS	<p>ECE Dene Kede Staff Training Workshop Oct 2020</p> <p>Minimum 1 per month ILE Committee meetings</p> <p>New ILE section added to DJSS 2020-21 CEP Plan</p> <p>Dene Kede integration in year planning and lesson planning</p> <p>2 cultural orientation days</p>	<p>ECE Dene Kede Staff Training Workshop Oct 2020 plus March 2021</p> <p>Minimum 1 per month ILE Committee meetings</p> <p>New ILE section added to DJSS 2020-21 CEP Plan</p> <p>Dene Kede integration in year planning and lesson planning</p> <p>2 cultural orientation days</p>	<p>We added a ILE Workshop #4 for March 5, 2021</p>
	HC	<p>Each teacher has weekly planning meetings with the Instructional coach</p> <p>Cross curricular goals are integrated into year plans.</p> <p>Teachers participate in weekly CLT meetings and share Indigenizing and other strategies</p> <p>2 cultural orientation days</p>	<p>Yes- 100%</p>	

	PA	Each teacher has weekly planning meetings with the Instructional coach Cross curricular goals are integrated into year plans. Teachers participate in weekly CLT meetings and share Indigenizing and other strategies 2 cultural orientation days	Yes – 100%	
	CSEC	Each teacher does integrated year planning (2 days) with the support of the Instructional Coach, complimented by: <ul style="list-style-type: none"> <li>• CLT's meet weekly</li> <li>• 2 cultural orientation days,</li> <li>• ECE ILE Handbook follow up session Nov 2020</li> </ul>	Yes. Instructional Coach in Math and ELA, use of LRP to design culturally meaning units, weekly co-planning session ECE ILE session #3 in April 2021	
	LKDS	2 cultural orientation days It's part of our weekly PLCs/CLTs In Year plans, teachers must show how they are integrating culture and Dene Kede into their lessons/units ECE ILE Handbook Action Planning wksp Oct 2020	2 cultural orientation days It's part of our weekly PLCs/CLTs In Year plans, teachers must show how they are integrating culture and Dene Kede into their lessons/units ECE ILE Handbook Action Planning wksp Oct 2020	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	DN	100%	100%	
	JBT	100%	100%	
	PWK	100%	Dene Kede use limited beyond grade 9	
	DJSS	100%	100%	
	HC	100%	100%	
	PA	100%	100%	

	CSEC	100%	100%	
	LKDS	100%	100%	
Type of <b>classroom based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	DN	<p>Process:                      Experiential, hands-on activities outdoor lessons                      spherical unit planning, relational (connecting to real-life experiences of students)                      holistic (planning that includes addressing mind/body/spirit)                      Content:                      Indigenous literature, crafts (beading/sewing), art, drumming                      Dene Laws                      local flora &amp; fauna                      story-telling                      day-camps/hikes                      cooking                      Elder participation                      Hand Games, Traditional Games                      language use (common classroom instructions)                      etc</p>	Yes – achieved	
	JBT	<p>Daily morning message using Cree &amp; Chip language greetings and O Canada songs, Dene Laws explained and visited throughout year,                      Inquiry/Project based learning using Cree and Chip resources as identified by CT's year/unit plans, Various hands-on activities, outdoor lessons using JBT's cultural area, Indigenous Literature (including a staff book study), crafts, art, Indigenous role models/artists, local Indigenous knowledge shared by Language teachers and</p>	Yes, achieved all planned activists 100%	

		Elders at cultural visiting area (*hope for this year), story telling, Cree & Chip greetings used by all throughout school		
	PWK	Process: Experiential, hands-on activities, outdoor lessons, spiral unit planning, relational (connecting to real-life experiences of students), holistic (planning that includes addressing mind/body/spirit) Content: Indigenous literature, crafts (beading/sewing), art, drum-making & drumming, Dene Laws, local flora & fauna, story-telling, day-camps/hikes, language use (common classroom instructions) etc.	Process: Experiential, hands-on activities, outdoor lessons, spiral unit planning, relational (connecting to real-life experiences of students), holistic (planning that includes addressing mind/body/spirit) Content: Indigenous literature, crafts (beading/sewing), art, drum-making & drumming, Dene Laws, local flora & fauna, story-telling, day-camps/hikes, language use (common classroom instructions) etc.	
	DJSS	Infusion of basic Dene Yatie phrases in classroom and school conversation, restorative discipline practices, elders in the classrooms, regularly referencing indigenous titles and resources	Infusion of basic Dene Yatie phrases in classroom and school conversation, restorative discipline practices, regularly referencing indigenous titles and resources	Elders were unable to be in the classroom but they supported us remotely and participated in classes outdoors when possible
	HC	Dene Laws, land activities, Inquiry Learning projects, local crafts, survival skills, cooking, stories, dance, language teaching, Dene games, music and lessons from Elders.	Yes	
	PA	Dene Laws, land activities, Inquiry Learning projects, local crafts, survival skills, cooking, stories, dance, language teaching, Dene games, music and lessons from Elders.	Yes	

	CSEC	<p>Joint/shared lessons in ELA and SS, Sandy Creek cultural events infusing cultural understanding into reading and writing activities and citizenship. Use of social emotional lessons drawing on Dene Laws and DK</p>	<p>Joint/shared lessons in ELA and SS, Sandy Creek cultural events infusing cultural understanding into reading and writing activities and citizenship. Use of social emotional lessons drawing on Dene Laws and DK          Use of language mentor in DY classes          Use of Dene Laws in teaching and through mindfulness</p>	
	LKDS	<p>Indigenous authors/books          Chipewyan language throughout the classroom (labels, phrases)          On the land activities (lessons)          Practicing common phrases in the language (Can I get a drink of water? Etc.)          Hands on activities          Incorporating as much Indigenous material as much as possible throughout lessons (news, issues, science behind hunting and gathering, etc.)          art work</p>	<p>Indigenous authors/books          Chipewyan language throughout the classroom (labels, phrases)          On the land activities (lessons)          Practicing common phrases in the language (Can I get a drink of water? Etc.)          Hands on activities          Incorporating as much Indigenous material as much as possible throughout lessons (news, issues, science behind hunting and gathering, etc.)          art work</p>	

## I. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offering key cultural experiences.	All schools are encouraged to incorporate age-relevant key cultural experiences on a frequent basis, through regular programming in both ILE and non-ILE classes. Schools are also encouraged to build cultural camps right on the school grounds, so that authentic on-the-land experiences can occur almost daily. More significant on-the-land experiences will be offered at every grade level at some point in the year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	We believe that all South Slave school staff recognize that infusing Indigenous histories, cultures and perspectives into educational curriculum is a way to contribute towards the goal of reconciliation and providing students with an opportunity to learn about the Indigenous people with whom they share the land, and on whose ancestral territories all Canadians currently reside. Staff work hard to ensure our students can see themselves in their classrooms and in the curriculum thus meaningful and relevant learning experiences, both in the classroom and hands on (such as ceremonies or land-based learning) are facilitated.		
Areas for Development for the region	Return to pre-pandemic inclusion of Elders and community to support students as they make connections to the land and the people, and honouring of sacred teaching and ceremonies.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (If applicable)
Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b> , by grade level, and % of Indigenous language included in experience.	DN	JK-10: daily  Language use, mushing, oratories, traditional games. Drumming, fish camp, sewing, cooking, drumming, elders in the school	Apart from elder participation, all targets achieved.	
	JBT	JK-6: weekly  Storytelling, snowshoeing, jigging, traditional crafts and food, on-the-land skills	Jigging – not allowed at start of year due to COVID-19, students learned the Rabbit dance in their own class instead. All other cultural components were achieved.	
	PWK	7-12: weekly/seasonally  Drum making, clothes making, drumming, hand games, Dene games, on-the-land: overnight hikes, canoe trips, winter camp, traditional food preparation, Elder visits	Limited to outdoor activities due to COVID. We did get approval for our Winter Camp	
	DJSS	8-9: weekly 10-12: seasonally Grade 10 weekly in 1 Semester  Drumming project, sewing, beading, food preparation, hand games, ice fishing, trapping camps, medicine harvesting, jigging, snowshoeing, Elder’s Tea, art, moccasin/mukluk/mitt making, feeding the fire ceremonies  This year we hope to establish a Grade 11 Dog Sledding	8-9: weekly 10-12: seasonally Grade 10 weekly in 1 Semester  Sewing, beading, food preparation, ice fishing, trapping camps, medicine harvesting, snowshoeing, art, mitt making, feeding the fire ceremonies	Covid restrictions



		experience and a Grade 12 canoe trip.		
	HC	JK-3: weekly  Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, On-the-land experiences seasonally Weekly culture camp/Elder's visits	Yes, planned activities undertaken	
	PA	4-7: weekly  Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills seasonally, Jigging Hand Games Crafts at Lunch country food On-the-land experiences Weekly culture camp/Elder's visits Art and writing	Yes, planned activities undertaken	
	CSEC	JK-12: monthly  Sandy Creek Culture Camp (fishing, trapping, snowshoeing ...), authentic language use, storytelling School-wide Dene Kede themes with corresponding events (arts, storytelling, food preparation, traditional knowledge about local animals and local history) Ceremonies (feeding fire, showing respect for the land)	JK-12: 1-2 times monthly camps at SC; use of smokehouse on site 3-4 times per year; Beaver mitt inquiry unit for Gr 7-12  Sandy Creek Culture Camp (fishing, trapping, snowshoeing ...), authentic language use, storytelling School-wide Dene Kede themes with corresponding events (arts, storytelling, food preparation, traditional knowledge about local animals and local history) Ceremonies (covid-19 changes to feeding fire, showing respect for the land)	

	LKDS	<p>JK-6: monthly/seasonally 7-12: weekly/seasonally</p> <p>Trips to culture camp (weekly/monthly) Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)</p>	<p>JK-6: monthly/seasonally 7-12: weekly/seasonally</p> <p>Trips to culture camp (weekly/monthly) Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)</p>	
<p>Type and frequency of relevant and authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.</p>	DN	<p>JK-10: daily</p> <p>Language use, mushing, oratories, traditional games. Drumming, fish camp, sewing, cooking, drumming, elders in the school.</p>	<p>Yes 100%</p>	
	JBT	<p>JK-6: weekly</p> <p>Storytelling, snowshoeing, jigging, traditional crafts and food, on-the-land skills</p>	<p>All students have made bannock, visited with an Elder in our cultural area on school grounds, listened to stories, learned to count and speak in Cree and Chipewyan, gone snow shoeing on school grounds, learned the rabbit dance, learned about making dry meat, skinning animals, trapping, winter camping, cutting up and cooking fish. All classrooms have signed up for extra cultural time in afternoons with ILE instructors to spend in cultural area outside.</p>	
	PWK	<p>7-12: weekly/seasonally</p> <p>Drum making, clothes making, drumming, hand games, Dene games, on-the-land: overnight hikes, canoe trips, winter camp, traditional food preparation, Elder visits</p>	<p>Limited to outdoor activities due to COVID. We made good use of out outdoor cultural space.</p>	

	DJSS	8-9: weekly 10-12: seasonally  Drumming project, sewing, beading, food preparation, hand games, ice fishing, trapping camps, medicine harvesting, jigging, snowshoeing, Elder's Tea, art, moccasin/mukluk/mitt making, feeding the fire ceremonies	8-9: weekly 10-12: seasonally  Sewing, beading, art and mitt making, snowshoeing, medicine harvesting	
	HC	JK-3: weekly  Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, On-the-land experiences Weekly culture camp/Elder's visits	Yes, planned activities undertaken	
	PA	4-7: weekly  Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, Jigging Hand Games Crafts at Lunch country food On-the-land experiences Weekly culture camp/Elder's visits Art and writing	Yes, planned activities undertaken	
	CSEC	JK-12: monthly  Sandy Creek Culture Camp (fishing, trapping, snowshoeing ...), authentic language use, storytelling	JK-12, 1-2 trips to Sandy Creek per month TAKT family trip Culture (preparation of meat and fish, making of tea and earth medicine, trapping activities)	
	LKDS	JK-6: monthly/seasonally 7-12: weekly/seasonally	JK-6: monthly/seasonally 7-12: weekly/seasonally  Trips to culture camp (weekly/monthly)	

		Trips to culture camp (weekly/monthly) Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)	Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)	
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	DN	100%	50%	Community member involvement was limited due to Covid-19 restrictions. We were able to do 50% of the activities outside: mushing, ice fishing, dry fish, cooking.
	JBT	100%	100%	
	PWK	100%	100%	
	DJSS	100%	100%	
	HCS	100%	100%	
	PAS	100%	100%	
	CSEC	100%	100%	
	LDS	100%	100%	

### J. Strengthening Indigenous Language Instruction

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability.	The SSDEC promotes the use of the Neurolinguistic second language acquisition approach using simple sentence interaction/repetition, literacy-based order (listen-speak-read-write), and authentic situations. ILI are supported in-school by literacy coaches, regionally by the RILE (inc. school visits and 2 2-day workshops each year).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
% of schools offering core language programming using OLC	100%	100%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	2 day inservice by ECE for 100% of ILIs	2-day in-service by ECE for 100% of ILEs	
Areas of Strength for the region	The SSDEC has had top-notch RILE Coordinators for the past several years, including an Indspire Award winning administrator who also had a huge hand in the development of ECE’s new Indigenous Languages (Our Languages) Curriculum, and his trainee who has since also been hired and promoted at ECE into the ILE Director position.		
Areas for Development for the region	Continue to develop IL and trainees’ opportunities so that continuity and quality of service can be maintained and further improved.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Regional IL Instructor meetings/training were held virtually in 2020-21 due to the pandemic.		

**K. Community Support**

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Fort Resolution	\$14,947	\$14,291		\$14,986	Cultural Resource experts, supplies for on-the-land experiences	
Fort Smith	\$27,675	\$26,461		JBT \$13,402 PWK \$26,981 = \$40,383	Elders demonstrated harvesting, bannock making, land skills, on the land camping, Culture in the classroom and culture area Indigenous Languages Month (food prep) Winter Camp	
Hay River	\$26,581	\$25,415		HC \$7,864 PA \$8,008 DJ \$26,248 = \$42,120	Build onsite Culture Camp Mitt Making project Culture Camp	
Kát'odeeche	\$11,672	\$11,672		\$11,700	Weekly cultural day camps, drumming and drum-making workshop	

Łutselk'e	\$14,788	\$14,139		\$75 997	Spring Camp Spring Hunt Dene Games Bi-weekly cultural activities (dry fish making, dry meat making, setting nets, setting snares, building fire, camp set up, getting water, etc.)	
<b>TOTAL</b>	\$96,002	\$91,978	Funding reallocated within ILE to offset under-funding of positions.  Community Support funding supplementing hiring of 2 more Indigenous Language Instructors / Trainees than funded (see page 55)	\$185,186	Allocated further funding to each school from SSDEC surplus	

### L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

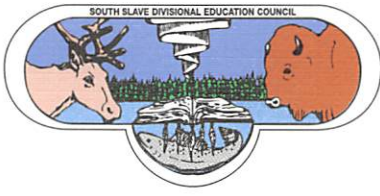
Regional approach to support the delivery of the Our Languages curriculum through the TLC.	As the SSDEC is comprised of 3 Indigenous Language groups along with their associated community dialects, a one-size-fits-all TLC model does not readily meet our Region's needs. Our RILE, ILE's and contracted individuals have been very effective in developing and publishing a huge range of support materials.
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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"> <li>Winning IL Storywriter Contest published</li> <li>Three Feathers movie finalized</li> <li>Special Projects (KFN dictionary, translation of songs)</li> <li>Family Bags</li> <li>2-3 units of study complete with resources &amp; assessment tools</li> <li>School language awards</li> <li>Promotional language items</li> </ul>	YES	
Number of staff receiving training and support for development of Indigenous language resources.	13 (ILIs and Trainees)	YES	
Areas of Strength for the region	SSDEC has been proactive in the development of resources, and also promoting ongoing teacher training and awareness. Traditionally the SSDEC publishes a story book in each of the 3 IL languages each year (such as <i>A Journey Down the River</i> and <i>Spirit</i> ) and has also been involved in the IL Scrabble board game creation (100 more units to be shipped) and finalizing the Three Feathers Film.		
Areas for Development for the region	Each year we look to develop new tools and resources to strengthen those we have and provide new and exciting ways of making our 3 ILs come alive in the classroom for students.		
Additional Comments for the region	Training may be impacted by Duty travel restrictions. Alternative forms of delivery may be considered but will need to be mindful of bandwidth and accessibility in certain communities.		



## Appendix B: Operating Plan - Operating Budget

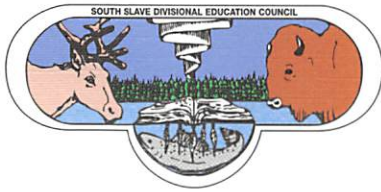
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# Creating Futures

## South Slave Divisional Education Council Statement of Revenues and Expenditures Annual Budget

	<u>2020/21 Budget</u>	<u>2019/20 Approved Budget</u>	<u>2019/20 Projected Actual</u>
<b>Revenues</b>			
<b>Government of the NWT</b>			
Regular Contribution	\$24,103,092	\$23,611,029	\$23,691,407
French Language Contribution	\$260,000	\$288,000	\$386,700
Indigenous Language and Education		\$105,000	\$0
Other ECE Contributions (includes NDJ)		\$290,000	\$758,318
<b>Total ECE Contributions</b>	<b>\$24,363,092</b>	<b>\$24,294,029</b>	<b>\$24,836,425</b>
Other GNWT Contributions	15,000	15,000	\$31,077
<b>Total GNWT</b>	<b>\$24,378,092</b>	<b>\$24,309,029</b>	<b>\$24,867,502</b>
<b>Federal Government - Jordan's Principle</b>	<b>\$0</b>	<b>\$0</b>	<b>\$937,222</b>
<b>Federal Government Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,000</b>
<b>Council Generated Funds</b>			
Investment Income	\$150,000	\$150,000	\$175,000
Non-GNWT Contributions	70,000	70,000	100,868
Other			25,000
<b>Total Council Generated Funds</b>	<b>\$220,000</b>	<b>\$220,000</b>	<b>\$300,868</b>
<b>Total Revenues</b>	<b>\$24,598,092</b>	<b>\$24,529,029</b>	<b>\$26,106,592</b>
<b>Expenditures</b>			
Administration	\$2,290,826	\$2,307,570	\$2,419,301
School Operations	16,221,070	16,053,932	16,601,109
Inclusive Schooling	5,140,009	4,867,067	6,067,882
Indigenous Languages and Education	2,312,840	2,151,411	2,541,744
<b>Total Expenditures</b>	<b>\$25,964,745</b>	<b>\$25,379,980</b>	<b>\$27,630,036</b>
<b>Surplus/(Deficit)</b>	<b>(\$1,366,653)</b>	<b>(\$850,951)</b>	<b>(\$1,523,444)</b>
<b>Accumulated Surplus/(Deficit) - Opening</b>	<b>\$2,817,835</b>	<b>\$4,341,279</b>	<b>\$4,341,279</b>
<b>Accumulated Surplus/(Deficit) - Closing</b>	<b>\$1,451,182</b>	<b>\$3,490,328</b>	<b>\$2,817,835</b>



# Creating Futures

## South Slave Divisional Education Council Details of Expenditures - Consolidated Annual Budget

### Salaries

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
Teachers Salaries		\$13,218,300	\$1,968,561	\$1,249,259	\$16,436,120
Support Assistants			\$2,325,988	\$321,218	\$2,647,206
Regional Coordinators		\$333,406			\$333,406
Counsellors			\$108,540		\$108,540
Non-Instructional Staff	\$1,448,451	\$1,389,417	\$166,703	\$166,703	\$3,171,274
Board Trustee Honoraria	\$10,000				\$10,000

### Employee Benefits

Benefits/Allowances	\$300,000				\$300,000
Leave/Termination Benefits					\$0

### Staff Development

			\$100,000		\$100,000
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### Acquired Services

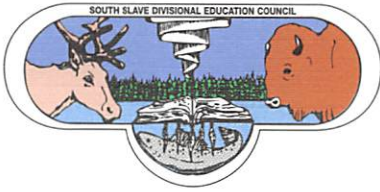
Professional/Technical	\$37,000	\$40,000	\$22,000	\$27,000	\$126,000
Postage/Communications	\$30,000				\$30,000
Utilities					\$0
Employee Travel	\$80,000	\$125,000	\$20,000	\$25,000	\$250,000
Student Travel					\$0
Student Transportation (bussing)		\$308,742	\$10,000		\$318,742
Advertising/Printing/Publish.	\$10,000	\$30,000	\$7,000	\$250,000	\$297,000
Maintenance/Repair	\$15,000				\$15,000
Rentals/Leases	\$163,610	\$40,000	\$12,000	\$20,000	\$235,610
Other					\$0
Contracted Services	\$20,000	\$200,000	\$75,000	\$40,000	\$335,000

### Materials/Supplies/Freight

Assistive Technology			\$140,000		\$140,000
Materials	\$172,765	\$511,205	\$181,217	\$210,660	\$1,075,847
Freight	\$4,000	\$25,000	\$3,000	\$3,000	\$35,000

### Total

	\$2,290,826	\$16,221,070	\$5,140,009	\$2,312,840	\$25,964,745
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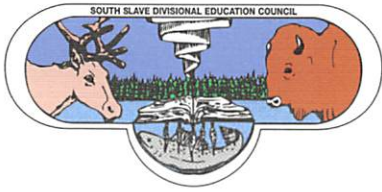


# Creating Futures

## South Slave Divisional Education Council Details of Inclusive Schooling Expenditures Annual Budget

	General	Magnet Facilities	Total
<b><u>Salaries</u></b>			
Regional Coordinator	\$166,703		\$166,703
Program Support Teachers	\$1,825,561	\$143,000	\$1,968,561
Support Assistants	\$2,266,760	\$59,228	\$2,325,988
Counsellors	\$108,540		\$108,540
<b><u>Employee Benefits</u></b>			
Benefits/Allowances			\$0
<b><u>Staff Development</u></b>			
	\$100,000		\$100,000
<b><u>Purchased/Contracted Services</u></b>			
Professional/Technical	\$22,000		\$22,000
Travel	\$20,000		\$20,000
Student Transportation (bussing)	\$10,000		\$10,000
Other Contracted Services	\$94,000		\$94,000
<b><u>Materials/Supplies/Freight</u></b>			
Assistive Technology	\$140,000		\$140,000
Materials	\$181,217		\$181,217
Freight	\$3,000		\$3,000
<b>Total</b>	<b>\$4,937,781</b>	<b>\$202,228</b>	<b>\$5,140,009</b>

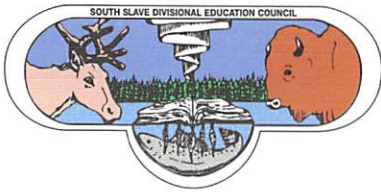




# Creating Futures

## South Slave Divisional Education Council Details of Indigenous Languages and Education Expenditures Annual Budget

	Indigenous Education	Teaching and Learning Centres	Community Support	Total
<b><u>Salaries/Honoraria</u></b>				
Regional Coordinator		\$166,703		\$166,703
Teachers	\$1,249,259			\$1,249,259
Support Assistants	\$321,218			\$321,218
Elders in the School			\$20,000	\$20,000
<b><u>Employee Benefits</u></b>				
Benefits/Allowances				\$0
<b><u>Purchased/Contracted Services</u></b>				
Professional/Technical	\$27,000			\$27,000
Travel		\$25,000		\$25,000
Student Transportation (bussing)				\$0
Advertising/Printing/Publishing	\$250,000			\$250,000
Rentals/Leases	\$20,000			\$20,000
Other Contracted Services	\$40,000			\$40,000
<b><u>Materials/Supplies/Freight</u></b>				
Materials	\$110,660		\$80,000	\$190,660
Freight	\$3,000			\$3,000
<b>Total</b>	<b>\$2,021,137</b>	<b>\$191,703</b>	<b>\$100,000</b>	<b>\$2,312,840</b>



# Creating Futures

## South Slave Divisional Education Council Schedule of Approved Person Years Annual Budget

	<u>PY's</u>
<b>Administration Staff</b>	8.00
<b>Territorial Schools</b>	
Teachers	85.00
Secretaries	6.20
Custodians	10.00
School Community Counsellors	1.00
Consultants	2.00
<b>Inclusive Schooling</b>	
Consultants	1.00
Support Assistants	23.60
Magnet Facilities	1.80
Student Support Teachers	13.40
<b>Aboriginal Languages</b>	
Teachers	12.30
Classroom Assistants/ALS	
Regional Consultant	1.00
<b>Total Person Years</b>	<u><u>165.30</u></u>

## Appendix C: Annual Report - Audited Financial Statements

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL**

**FORT SMITH, NT.**

**CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021**



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## Management Discussion and Analysis For the year ended June 30, 2021

### 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 2020/21 representatives were as follows:

Fort Smith – Ann Pischinger (Chairperson)  
Fort Resolution – Bess Ann McKay (Vice-Chairperson)  
Hay River – Pennie Pokiak  
K'atlodeeche – Atanda Norn  
Lutsel K'e – Iris Catholique

Key senior management positions were as follows:

Superintendent – Dr. Curtis Brown  
Asst. Superintendent – Trudi Rowlands  
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.

<b>VISION</b>
<b>All individuals reach their educational potential</b>
<b>MISSION</b>
<i>The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.</i>

The SSDEC is committed to improving student *literacy, numeracy* and *social responsibility* as the key priorities for student success in school and in life.

Below is a summary of student and staff levels at each school for the 2020/21 year.

School	Students (FTE's)	Staffing (PY's) *
Joseph Burr Tyrrell	262.0	36.5
Paul William Kaeser	251.0	33.8
<b>Sub-total (Fort Smith)</b>	<b>513.0</b>	<b>70.3</b>
Harry Camsell	150.0	18.7
Princess Alexandra	157.0	20.8
Diamond Jenness	203.5	29.6
<b>Sub-total (Hay River)</b>	<b>510.5</b>	<b>69.1</b>
<b>Chief Sunrise Education Centre</b>	<b>40.0</b>	<b>8.7</b>
<b>Deninu School</b>	<b>92.5</b>	<b>20.6</b>
<b>Lutsel K'e Dene School</b>	<b>61.0</b>	<b>12.5</b>
<b>Overall Totals</b>	<b>1217.0</b>	<b>181.2</b>

- Includes staff hired with Jordan's Principle funding.

### Operating Environment

The SSDEC receives the financial resources for the entire division on an annual basis, largely through a funding formula established by the *GNWT Department of Education, Culture and Employment (ECE)*. Unfortunately, there are a number of unfunded and underfunded areas in the formula. For example:

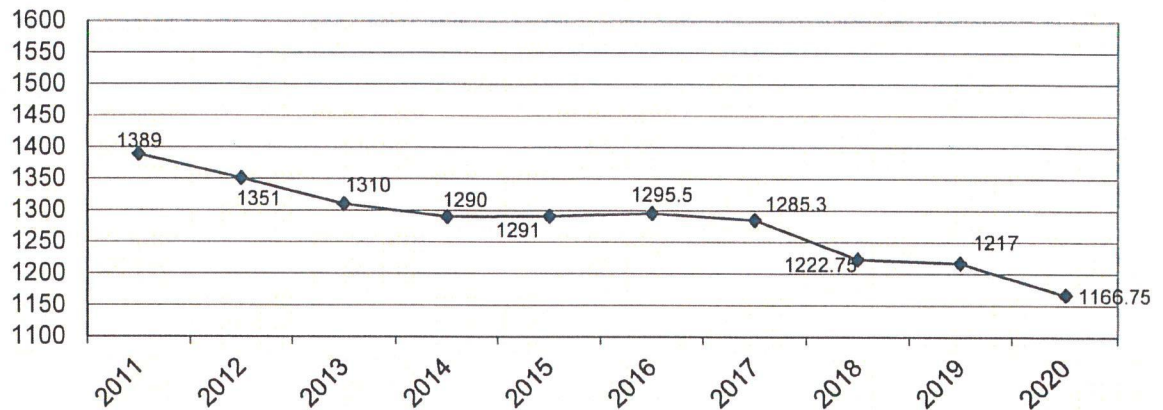
- school boards are funded based on prior year teacher salaries yet collective agreement provisions provide annual salary increments to staff which school boards must pay. ECE also underfunds school boards for salaries of long term UNW, Excluded, and Managers
- ECE confirms that they are underfunding school boards more than \$1 million per year for the hiring of casuals resulting from staff leave provisions in the collective agreements
- some of the funding formula line items are not indexed to keep up with inflation and have not increased in over 15 years

Per student ECE allocations for inclusive schooling has decreased over the past several years as well.

Shrinking enrolment has also brought significant challenges over the last several years. South Slave student enrolment is now almost two thirds what it was fifteen years ago (approx. 1200 now vs. over 1800 previously).



### South Slave Divisional Education Council Enrolment History



Fewer students means less funding and less flexibility for the Council to allocate the resources necessary to continue to fund its priorities and a diversity of program offerings. We seem to have plateaued at around 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 2020/21 financial audit, inclusive of the revised GNWT actuarial calculations, leave the SSDEC above the maximum allowable surplus. The planned deficit for 2021/22 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:

<b>To improve student success in <i>literacy</i></b>	To increase the percentage of students meeting or exceeding expectations for literacy proficiency
<b>To improve student success in <i>numeracy</i></b>	To increase the percentage of students meeting or exceeding expectations for numeracy proficiency
<b>To increase understanding and practice of <i>socially responsible behaviour</i> by all members of the school community</b>	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 2020/21 (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.

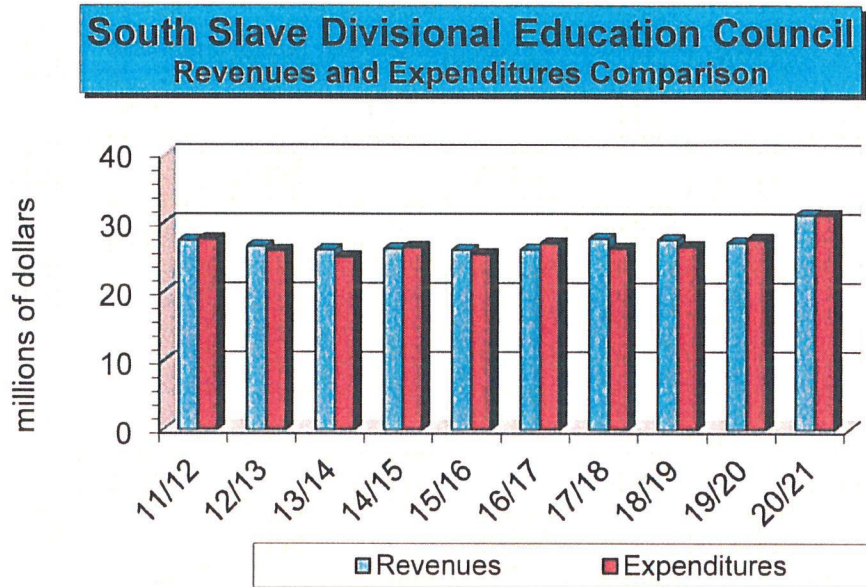
ECE's *Education Renewal and Innovation* initiative also includes aspects that look to help educate and provide support for mental health and wellness of both staff and students. Recent SSDEC strategies and targets are also intended to improve student attendance, ownership for



their learning (inquiry-based, 21<sup>st</sup> 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, 2021 the Council had an operating surplus of \$30,924 inclusive of DEA surpluses and deficits. This was lower than the projected deficit of \$1,020,666 due to an adjustment to the Council’s employee future benefits liability amount \$456,160. Other reasons for the lower than expected deficit include, but are not limited to, COVID-19 still affecting schools for the entire year resulting in lower casual wages costs, no duty travel, and general expenditures being lower over those three and a half months. Also related to COVID-19 was increased funding from ECE to cover costs in teacher salaries, custodial services, casual wages and materials and supplies (approx. \$2.1 million). As well, the Council recorded approx. \$2.5 million in Jordan’s Principle funding this past year

The accumulated uncommitted fund balance for the Council now sits at \$2,624,908 (see chart below) which is \$442,361 above the Council’s maximum fund balance of \$2,182,547 spelled out in policy DFAA – Financial Surplus. The Council’s budget for 2021/22 is a deficit budget of \$1,031,450 that, if realized, would bring the Council’s accumulated fund balance down to \$1,593,458.

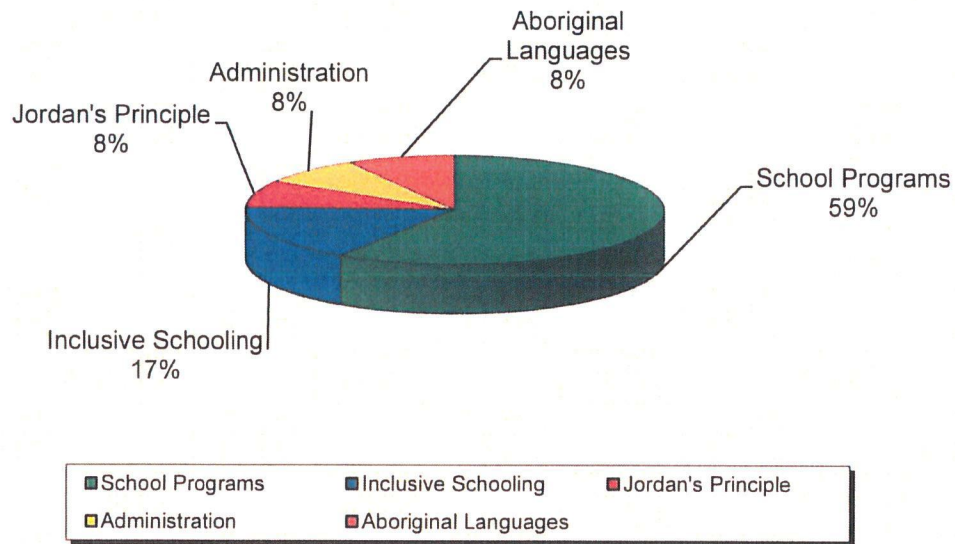
	<u>2021</u>	<u>2020</u>
Accumulated Fund Balance at beginning of year	\$3,907,227	\$4,341,279
Operating Surplus/(Deficit) for year	<u>30,924</u>	<u>(434,052)</u>
Accumulated Fund Balance at end of year	\$3,938,151	\$3,907,227
Commitments against Fund Balance (incl. bus purchase)	<u>(1,313,243)</u>	<u>(1,152,375)</u>
Uncommitted Fund Balance at end of year	<u>\$2,624,908</u>	<u>\$2,754,852</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 84% (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 17% of the Council's expenditures in 2020/21. Indigenous Languages Education expenditures was also above what was funded by ECE.

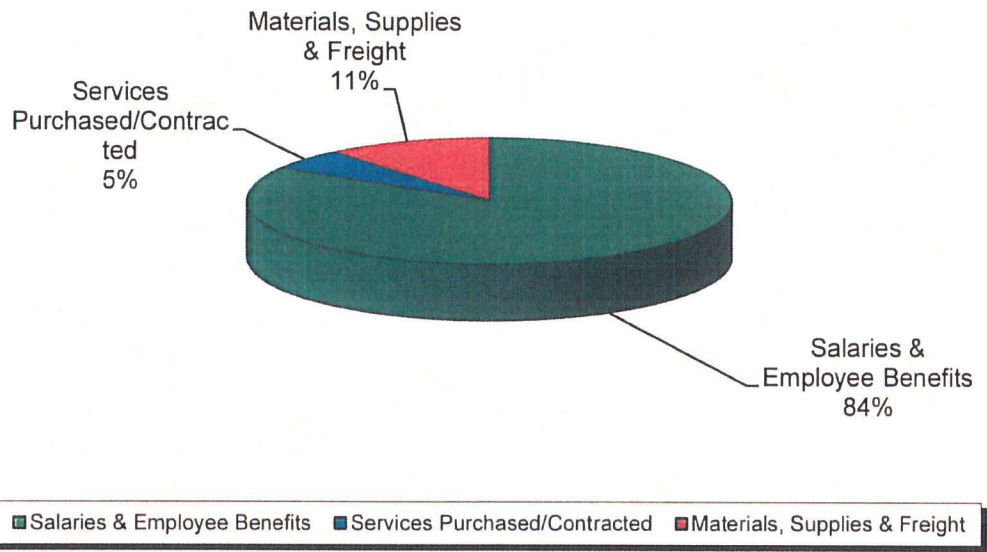
During the 2020/21 year the Council was reimbursed a total of \$239,838 for termination costs related to the 2019/20 fiscal year covering 6 retirements/resignations (all NWTTA).

**South Slave Divisional Education Council  
Expenditures by Function  
For the Year Ended June 30, 2021**



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, 2021**



**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.

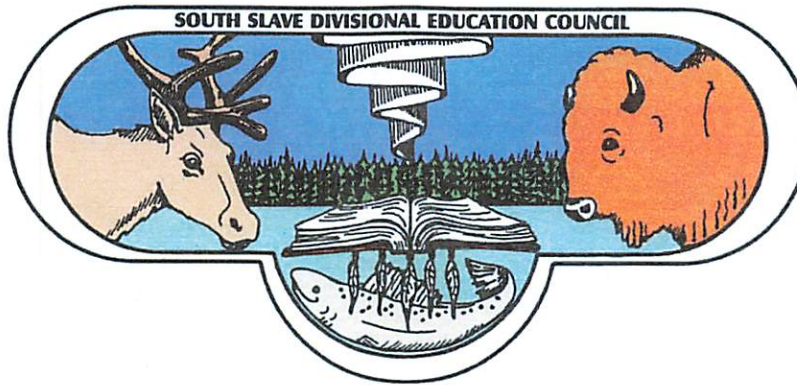
COVID-19 will present challenges for the re-opening of schools in September but appropriate plans are being developed and approved by the applicable officials and will be ready for implementation in the Fall. These plans, of course, are based on the current situation and

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.





## 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  
August 9, 2021

Jamie Watts CPA, CMA  
Comptroller



# AVERY COOPER & Co. LTD.

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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, 2021 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, 2021 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 9, 2021



**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
CONSOLIDATED STATEMENT OF FINANCIAL POSITION  
as at June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b><u>Financial Assets</u></b>		
Cash and Cash Equivalents (Note 4)	\$9,969,397	\$8,928,547
Trust Assets (Note 18)	77,595	77,857
Due from the GNWT (Note 8)	27,556	201,344
Due from the Government of Canada (Note 13)	0	0
Other Accounts Receivable (Note 8)	<u>162,486</u>	<u>162,916</u>
<b>Total Financial Assets</b>	<b><u>\$10,237,034</u></b>	<b><u>\$9,370,665</u></b>
<b><u>Liabilities</u></b>		
Bank Indebtedness	\$0	\$2,718
Accounts Payable and Accrued Liabilities (Note 10)	90,864	25,219
Trust Liabilities (Note 18)	77,595	77,857
Due to the GNWT (Note 10)	75,085	57,554
Payroll Liabilities (Note 10)	2,392,794	2,077,817
Deferred Revenue (Note 11)	1,704,133	833,935
Post-Employment Benefits (Note 17)	<u>2,194,535</u>	<u>2,650,694</u>
<b>Total Liabilities</b>	<b><u>\$6,535,006</u></b>	<b><u>\$5,725,794</u></b>
<b>Net Financial Resources</b>	<b><u>\$3,702,028</u></b>	<b><u>\$3,644,871</u></b>
<b><u>Non-Financial Assets</u></b>		
Prepaid Expenses (Note 20)	\$0	\$0
Tangible Capital Assets (Note 19)	236,120	262,356
<b>Total Non-Financial Resources</b>	<b><u>\$236,120</u></b>	<b><u>\$262,356</u></b>
<b>Accumulated Fund Balance</b>	<b><u>\$3,938,148</u></b>	<b><u>\$3,907,227</u></b>
<b>Represented By:</b>		
Operating Fund Balance	\$2,406,965	\$2,376,403
DEA Fund Balances	\$217,940	\$378,449
Capital Asset Depreciation	\$236,120	\$262,356
School Staffing Surpluses (Note 35)	<u>\$1,077,123</u>	<u>\$890,019</u>
<b>Accumulated Fund Balance</b>	<b><u>\$3,938,148</u></b>	<b><u>\$3,907,227</u></b>

Approved:

  
Chairperson

  
Comptroller

See attached notes and schedules.



**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
CONSOLIDATED STATEMENT OF CHANGES IN NET ASSET (DEBT)  
For the Year Ended June 30, 2021**

	<b>Unaudited 2021 Budget</b>	<b>2021</b>	<b>2020</b>
Operating Surplus/(Deficit) (Statement III)	(\$1,159,224)	\$30,924	(\$434,052)
Prior Year Adjustments	_____	_____	_____
<b>Increase/(Decrease) in Net Financial Resources</b>	<b>(\$1,159,224)</b>	<b>\$30,924</b>	<b>(\$434,052)</b>
Opening Net Financial Resources	<u>3,907,227</u>	<u>3,907,227</u>	<u>4,341,279</u>
Closing Net Financial Resources	<u><u>\$2,748,003</u></u>	<u><u>\$3,938,151</u></u>	<u><u>\$3,907,227</u></u>

See attached notes and schedules.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
CONSOLIDATED STATEMENT OF OPERATIONS  
For the Year Ended June 30, 2021**

	(Note 25) (unaudited) <u>2021 Budget</u>	<u>2021 Actual</u>	<u>2020 Actual</u>
<b><u>REVENUES</u></b>			
<b>ECE Contributions</b>			
ECE Regular Contributions	\$25,634,276	\$25,294,194	\$24,117,729
Other ECE Contributions	260,000	2,728,621	664,455
<b>Total ECE Contributions</b>	<b><u>\$25,894,276</u></b>	<b><u>\$28,022,815</u></b>	<b><u>\$24,782,184</u></b>
Other GNWT Contributions	\$15,000	\$232,919	\$267,846
<b>Total GNWT Contributions</b>	<b><u>\$25,909,276</u></b>	<b><u>\$28,255,734</u></b>	<b><u>\$25,050,030</u></b>
<b>Other Education Bodies</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Government of Canada</b>			
Jordan's Principle	\$0	\$2,496,973	\$1,277,028
Other Government of Canada	0	1,836	1,000
<b>Total Government of Canada</b>	<b><u>\$0</u></b>	<b><u>\$2,498,809</u></b>	<b><u>\$1,278,028</u></b>
<b>Generated Funds</b>			
Investment Income	\$150,400	\$49,974	\$143,968
Non-GNWT Contributions	70,000	86,319	101,991
Donations	0	2,050	12,265
Other	115,706	286,356	294,062
<b>Total Generated Funds</b>	<b><u>\$336,106</u></b>	<b><u>\$424,700</u></b>	<b><u>\$552,287</u></b>
<b>Total Revenues</b>	<b><u>\$26,245,382</u></b>	<b><u>\$31,179,242</u></b>	<b><u>\$26,880,345</u></b>
<b><u>EXPENSES (Schedule 1)</u></b>			
Administration	\$2,437,456	\$2,498,636	\$2,302,243
School Programs	16,376,432	18,410,455	16,830,283
Inclusive Schooling	5,137,354	5,135,856	6,138,230
Indigenous Language and Education	1,922,180	2,595,615	2,043,640
Jordan's Principle	0	2,507,756	0
<b>Total Expenses</b>	<b><u>\$25,873,422</u></b>	<b><u>\$31,148,319</u></b>	<b><u>\$27,314,398</u></b>
<b>OPERATING SURPLUS/(DEFICIT)</b>	<b><u>\$371,960</u></b>	<b><u>\$30,924</u></b>	<b><u>(\$434,052)</u></b>
<b>Opening Fund Balance</b>		<b><u>3,907,227</u></b>	<b><u>4,341,279</u></b>
<b>Closing Fund Balance</b>		<b><u>\$3,938,151</u></b>	<b><u>\$3,907,227</u></b>

See attached notes and schedules.

## Statement IV

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
CONSOLIDATED STATEMENT OF CASH FLOW  
For the Year Ended June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b>Cash Provided By (Used In):</b>		
Operating Surplus/(Deficit)	\$30,924	(\$434,052)
<b>Changes in Non-cash Assets and Liabilities</b>		
Decrease (increase) due from Government of Canada	\$0	21,218
Decrease (increase) in accounts receivable	174,218	(23,299)
Decrease (increase) in capital assets	(236,120)	(262,356)
Increase (decrease) in acc. payroll/emp. deductions	314,977	(\$861,801)
Increase (decrease) in accounts payable	83,176	53,216
Increase (decrease) in trust liability	(262)	5
Increase (decrease) in deferred revenue	870,198	240,348
Increase (decrease) in post-employment benefits	(456,159)	(\$373,002)
Decrease (increase) in prepaid expenses	<u>0</u>	<u>0</u>
Cash Provided by (Used In) Operating Transactions	<u>\$780,952</u>	<u>(\$1,639,723)</u>
Increase/(Decrease) in Cash and Cash Equivalents	<u>\$780,952</u>	<u>(\$1,639,723)</u>
Cash and Cash Equivalents at Beginning of Year	\$9,003,688	\$10,644,607
Cash and Cash Equivalents at End of Year *	<u><u>\$9,783,444</u></u>	<u><u>\$9,003,688</u></u>

\* Cash and cash equivalents are represented by cash and short-term investments.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**Note 1. Nature of the Organization**

The Council was formerly known as the South Slave Divisional Board of Education. With the adoption of the new Education Act, its legal name is now the South Slave Divisional Education Council (Council).

The Council was established under the Education Act of the Government of the Northwest Territories by order of the Minister of Education dated July 1, 1991. Its purpose is to administer and maintain standards of educational programs defined under the Act in the member communities of the South Slave region.

Consequently, the Council is economically dependent upon funding from the Department of Education, Culture and Employment of the GNWT. Member communities have formed local District Education Authorities (DEA) which have assumed the responsibility of providing sufficient educational programs within their respective communities.

**Note 2. Significant Accounting Policies**

**a) Basis of Accounting**

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expenditure items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

**b) Cash and Cash Equivalents**

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques, and short term highly liquid investments that are readily convertible to cash and usually with a maturity date of 90 days or less from the date of acquisition.

**c) Financial Instruments**

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

Financial assets subsequently measured at amortized costs include cash, accountable funds, due from the GNWT and other accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, accrued salaries, deferred revenue, post-employment benefits and accountable funds.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication or impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

**d) Non-Financial Assets**

Prepaid expenses and other non-financial assets are accounted for as assets by the Council because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Council.

**e) Tangible Capital Assets**

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The Minister grants to the Education Authority the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than \$50,000 are recorded as a current expenditure.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**f) Revenue Recognition**

**Government Transfers:**

Revenues are recognized in the period in which the transactions or events occur that give rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met and reasonable estimates of the amounts can be determined.

**GNWT – Regular Contributions:**

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The council retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided for by the formula, must first be approved by the GNWT.

**Other Contributions:**

The Council follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

**Deferred Revenue:**

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenses are incurred.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**Investment income:**

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

**Special Purpose Funds:**

School activity funds which are fully controlled by the Council with respect to when and how the funds available can be disbursed are included in these financial statements. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising and/or contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Council are not included in these financial statements even if custody of the funds is held by the Council. Examples might include student clubs or associations for which the Council has no on-going responsibility or liability for losses.

**g) Budget Data**

The *Education Act* of the NWT requires that the Council prepare an annual budget, as outlined in Sections 128 and 129.

The priorities and funding allocations are determined by the Council and the budget is then legally adopted by a motion of the Council in accordance with Section 135(3) of the *Education Act*.

Council approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by sections 117(2)(k), (l) and (m) of the *Education Act*.

The annual budget includes estimates of revenues, expenditures and the net operating surplus/(deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Council.

The budget may be amended within a given fiscal year in accordance with Council policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**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 30<sup>th</sup> 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 30<sup>th</sup>.

**k) Post-Employment Benefits, Compensated Absences and Termination Benefits**

Under the terms and conditions of employment, Council employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences



SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

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.

**D) Expenses**

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

**Note 3. Future Accounting Changes**

Financial Instruments

The Public Sector Accounting Board (PSAB) issued PS 3450 – Financial Instruments effective for fiscal years beginning on or after April 1, 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 measurement will be reported in the Statement of Remeasurement of Gains and Losses.

Other New Standards

Effective July 1, 2022, Education Bodies will concurrently be required to adopt: PS2601 – Foreign Current Translations, PS1201 – Financial Statement Presentation and PS3041 – Portfolio Investments in the same fiscal period. Government organizations that apply PSAS were required to adopt these standards effective April 1, 2012, however there is no significant impact on the financial statements as a result of this application.

Effective July 1, 2022, Education Bodies will be required to adopt PS3280 – Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. There is no significant impact on the financial statements as a result of this application.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

Effective July 1, 2023, Education Bodies will be required to adopt PS3400 – Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations.

The impact of this standard on the consolidated financial statements is currently being assessed.

**Note 4. Cash and Cash Equivalents**

	<u>2021</u>	<u>2020</u>
Cash	\$ 9,969,397	\$8,928,547
Trust Assets	77,595	77,857
Bank Indebtedness	<u>0</u>	<u>(2,718)</u>
Total	<u>\$10,046,992</u>	<u>\$9,003,686</u>

**Note 5. Special Purpose Funds**

Nothing to report.

**Note 6. Restricted Assets**

Nothing to report.

**Note 7. Portfolio Investments**

Security	June 30 balance	Interest for year	March 31 balance	Date Purchased	Term	Maturity	Interest Rate
T-Bill (FR)	\$18,396.34	\$23.33	\$18,393.27	Unknown	n/a	n/a	n/a
GIC (FS)	\$177,276.77	\$597.21	\$177,276.77	2021/04/21	1 yr.	2022/04/20	2.7%
GIC (KFN)	\$5877.66	\$2.95	\$5,877.66	2021/06/29	2 mos. 30 days	2021/09/28	0.05%

**Note 8. Accounts Receivable**

	<u>2021 Net</u>	<u>2020 Net</u>
GNWT – Finance	\$ 5,035	\$ 39,892
Fort Smith DEA	22,521	22,114
GNWT – HSS	0	12,337
GNWT – ECE	<u>0</u>	<u>127,950</u>
Total due from GNWT	\$ 27,556	\$202,293
Due from Government of Canada	0	0
Payroll Chargeback Recoveries	0	0
Other	<u>162,486</u>	<u>162,916</u>
Total Receivables	<u>\$190,042</u>	<u>\$365,209</u>

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**Note 9. Inventories**

Not applicable.

**Note 10. Accounts Payable and Accrued Liabilities**

	<u>2021</u>	<u>2020</u>
GNWT – Dept. of Education, Culture & Employment	\$ 0	\$ 10,822
GNWT – Lutsel K’e Dene School	5,000	0
GNWT – Infrastructure	85	0
<b><u>Payroll Liabilities</u></b>		
To GNWT (Finance)	\$2,252,516	1,992,240
Government of Canada	0	0
Annual/Lieu	140,278	85,577
WSCC	<u>70,000</u>	<u>46,732</u>
Total Due to GNWT	\$2,467,879	\$2,135,371
Other	<u>90,864</u>	<u>25,219</u>
Total Accounts Payable	<u>\$2,558,743</u>	<u>\$2,160,590</u>

**Note 11. Deferred Revenue**

	<u>2021</u>	<u>2020</u>
COVID-19 funding - SSDEC (ECE)	\$ 493,784	\$ 0
Library funding – Fort Resoultion (ECE)	1,626	0
Take A Kid Gardening – K’atlodeeche (ITI)	<u>2,102</u>	<u>0</u>
Total GNWT	\$ 497,512	\$ 0
Jordan’s Principle	<u>1,206,621</u>	<u>833,935</u>
Total Deferred Revenue	<u>\$1,704,133</u>	<u>\$833,935</u>

**Note 12. Contribution Repayable**

	<u>2021</u>	<u>2020</u>
GNWT		
Department of Education, Culture & Employment	\$ 27,504	\$ 0

**Note 13. Due To/From the Government of Canada**

Nothing to report.

**14. Capital Lease Obligations**

Nothing to report.

**15. Pensions**

Nothing to report.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**16. Long-term Debt**

Nothing to report

**17. Post-Employment Benefits, Compensated Absences and Termination Benefits**

In addition to pension benefits the Council provides severance (resignation and retirement), removal and compensated absences (sick, special, parental and maternity leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to Council employees based on the type of termination (resignation vs. retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to, employee or dependant illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

**Valuation result**

The actuarial valuation was completed as at March 31, 2021. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at February 2021 and the results extrapolated to June 30, 2021. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	<b>Severance and Removal \$</b>	<b>Compensated Absences \$</b>	<b>2021 \$</b>	<b>2020 \$</b>
<b>Changes in Obligation</b>				
Accrued benefit obligations at beginning of year	\$1,563,689	\$474,601	\$2,038,291	\$2,301,813
Current period benefit cost	\$92,392	\$33,936	\$126,329	\$118,227
Interest accrued	\$41,414	\$12,872	\$54,286	\$71,393

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

Benefits payments	(\$298,245)	(\$175,173)	(\$473,418)	(\$405,059)
Plan amendments	\$0	\$0	\$0	\$0
Actuarial (gains)/losses	(\$50,974)	\$84,045	(\$33,069)	(\$48,083)
<b>Accrued benefit obligations at end of year</b>	<b>\$1,348,276</b>	<b>\$430,281</b>	<b>\$1,778,557</b>	<b>\$2,038,921</b>
Surplus/(deficit) at end of year	(\$1,348,276)	(\$430,281)	(\$1,778,557)	(\$2,038,921)
Unamortized net actuarial (gain)/loss	(\$554,317)	\$138,346	(\$415,978)	(\$612,403)
<b>Net future obligation</b>	<b>(\$1,902,593)</b>	<b>(\$291,535)</b>	<b>(\$2,194,535)</b>	<b>(\$2,650,694)</b>
Other employee future benefits	\$0	\$0	\$0	\$0
Other compensated absences	\$0	\$0	\$0	\$0
<b>Total employee future benefits and compensated absences</b>	<b>(\$2,232,367)</b>	<b>(\$418,324)</b>	<b>(\$2,650,694)</b>	<b>(\$3,023,696)</b>
<b>Benefits Expense</b>				
Current period benefit cost	\$92,392	\$33,936	\$126,329	\$118,227
Interest accrued	\$41,414	\$12,872	\$54,286	\$71,393
Plan amendments	\$0	\$0	\$0	\$0
Amortization of actuarial gains	(\$165,335)	\$1,976	(\$163,356)	(\$157,563)
<b>Total Expense</b>	<b>(\$31,529)</b>	<b>\$48,784</b>	<b>\$17,259</b>	<b>\$32,057</b>

The discount rate used to determine the accrued benefit obligation is an average of 3.3%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	<b>Severance &amp; Removal \$</b>	<b>Compensated Absences \$</b>	<b>Total \$</b>
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
2026	\$109,597	\$42,903	\$152,500
	<b>\$795,896</b>	<b>\$246,762</b>	<b>\$1,042,658</b>

**18. Trust Assets Under Administration**

	<u>2021</u>	<u>2020</u>
Andrew John Piche Scholarship Fund	\$77,595	\$77,857

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**19. Tangible Capital Assets**

	Cost	Additions	Deletions	Opening Acc. Amortization	Amortization	Closing Acc. Amortization	2020 NBV	2019 NBV
<b>Equipment</b>								
Buses	\$262,356	\$0	\$0	\$0	\$26,236	\$26,236	\$236,120	\$262,356
<b>Total</b>	\$262,356	\$0	\$0	\$0	\$26,236	\$26,236	\$236,120	\$262,356

**20. Prepaid Expenses**

Nothing to report.

**21. GNWT Assets Provided at no Cost.**

	<u>Cost</u>	<u>Acc. Amort.</u>	<u>2021 NBV</u>	<u>2020 NBV</u>
Joseph Burr Tyrrell School	\$10,354,271	\$5,858,087	\$4,496,183	\$4,163,168
Paul William Kaeser School	\$8,070,058	\$5,908,467	\$2,161,591	\$2,409,456
Deninu School	\$5,447,087	\$5,225,024	\$222,063	\$0
Lutsel K'e Dene School	\$16,791,305	\$3,307,554	\$13,483,571	\$14,051,488
Princess Alexandra School	\$7,762,885	\$6,074,468	\$1,688,416	\$1,970,239
Diamond Jenness School	\$34,388,973	\$14,412,623	\$19,976,350	\$20,595,228
Harry Camsell School	\$6,949,011	\$4,593,041	\$2,355,970	\$2,456,398
Chief Sunrise Education Ctr.	\$3,342,966	\$1,369,063	\$1,973,903	\$1,413,394
DJSS Trades Building	\$2,423,804	\$647,977	\$1,775,827	\$1,836,367
PWK High School Seacan	\$687,229	\$469,607	\$217,623	\$274,892
PWK Welding Shop	\$389,368	\$64,895	\$324,474	\$336,642
	\$96,606,955	\$47,930,806	\$48,676,150	\$49,507,270

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**22. Contractual Obligations**

	2022	2023	2024	2025	2026	Total
<u>Equipment</u>						
Altalink B8065	\$2,453	\$1,227				\$3,680
Altalink C8145	\$4,066	\$4,066	\$4,066	\$4,066		\$16,264
<u>Commercial Lease</u>						
Fort Smith Construction	\$163,615	\$163,615	\$54,538			\$381,768
Total	\$170,134	\$168,908	\$58,604	\$4,066		\$401,712

**23. Contingencies**

Nothing to report.

**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.

Accounts Payable

	<u>2021</u>	<u>2020</u>
Dept. of Finance	\$2,392,794	\$2,077,817
Dept. of Education, Culture and Employment	0	10,822
WSCC	70,000	46,732
Lutsel K'e Dene School	5,000	0
Dept. of Infrastructure	85	0

Accounts Receivable

Fort Smith DEA	\$ 22,521	22,114
Dept. of Finance	5,035	20,605
Dept. of Education, Culture and Employment	0	127,950
GNWT – HSS	0	12,337

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**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 February 9, 2021 and have not been audited.

**26. Economic Dependence**

The South Slave Divisional Education Council receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the South Slave Divisional Education Council's operations would be significantly affected.

**27. Financial Instruments**

The Council's carrying value of cash, accounts receivable, due from the GNWT, accounts payable and accrued liabilities, due to the GNWT, accrued salaries and the trust liability approximate fair value due to the immediate and short-term maturity of these instruments.

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>2021 Budget</u>	<u>2021 Actual</u>	<u>2020 Actual</u>
Compensation	\$23,006,546	\$26,027,102	\$23,517,276
Other	<u>4,398,060</u>	<u>5,151,323</u>	<u>4,107,751</u>
Total	<u>\$27,404,606</u>	<u>\$31,178,425</u>	<u>\$27,625,027</u>



SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**29. Subsequent Events**

Nothing to report.

**30. Comparative Figures**

Nothing to report.

**31. ECE Other Contributions**

Career Coordinator	\$ 150,464
Northern Distance Learning	60,500
French (FSL) Funding	391,800
Trades Awareness	(40,000)
French Monitor resources	3,000
Self-Regulation resources	8,957
COVID-19 funding	2,120,526
Library Funding	<u>33,374</u>
Total	<u>\$2,728,621</u>

**32. GNWT Other Contributions**

<u>Health &amp; Social Services</u>	
Drop the Pop	\$ 16,750
<u>Energy &amp; Natural Resources</u>	
Take a Kid Trapping	90,838
<u>Municipal &amp; Community Affairs</u>	
Child/Youth Resiliency	20,933
Youth Paddling	5,000
Active After School	91,500
<u>Industry, Tourism &amp; Investment</u>	
Take A Kid Gardening	2,898
<u>Executive</u>	
Women's Initiative	<u>5,000</u>
Total	<u>\$231,769</u>

**33. Contingent Assets**

Nothing to report.

**34. Contractual Rights**

Nothing to report.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

**35. Commitments Against Surplus**

The Council currently has approved commitments against its surplus of \$1,313,243 consisting of school staffing surpluses (\$1,077,123) and a capital asset acquisition (\$236,120) 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, 2021**

	<b>School Programs</b>	<b>Inclusive Schooling</b>	<b>Admin.</b>	<b>Indigenous Language</b>	<b>Jordan's Principle</b>	<b>Fiscal &amp; Transfers</b>	<b>Total</b>
<b>Salaries</b>							
Teachers	\$13,308,786	\$2,198,292	\$0	\$1,247,520	\$0	\$0	\$16,754,598
Instruction Assistants	\$41,060	\$1,995,495	\$0	\$392,368	\$2,444,087	\$0	\$4,873,010
Non-Instructional Staff	\$1,941,382	\$416,562	\$1,593,111	\$86,193	\$724	\$0	\$4,037,971
Board/Trustee Honoraria	\$0	\$0	\$38,623	\$27,029	\$0	\$0	\$65,652
<b>Employee Benefits</b>							
Employee Benefits/Allowances	\$154,367	\$116,891	\$18,734	\$37,405	\$0	\$0	\$327,396
Leave & Termination Benefits	(\$138,638)	\$76,867	\$5,647	\$24,598	\$0	\$0	(\$31,526)
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	\$167,686	\$9,028	\$143,670	\$27,008	\$0	\$0	\$347,391
Postage/Communication	\$57,259	\$0	\$47,523	\$147	\$0	\$0	\$104,929
Utilities	\$2,695	\$0	\$0	\$0	\$0	\$0	\$2,695
Travel	\$22,036	\$26,746	\$45,133	\$8,844	\$0	\$0	\$102,760
Student Travel	\$0	\$2,158	\$26,236	\$1,483	\$7,219	\$0	\$37,096
Advertising/Printing/Publishing	\$1,343	\$3,598	\$15,286	\$29,008	\$0	\$0	\$49,234
Maintenance/Repair	\$42,004	\$0	\$22,862	\$4,676	\$0	\$0	\$69,542
Rentals/Leases	\$64,699	\$1,481	\$182,651	\$5,281	\$34,798	\$0	\$288,910
Contracted Services	\$487,208	\$27,206	\$10,699	\$149,808	\$0	\$0	\$674,920
<b>Materials/Supplies/Freight</b>							
Materials	\$2,225,061	\$255,131	\$340,305	\$541,345	\$20,929	\$0	\$3,382,772
Freight	\$33,508	\$6,401	\$8,157	\$12,902	\$0	\$0	\$60,968
<b>Total</b>	<b>\$18,410,456</b>	<b>\$5,135,856</b>	<b>\$2,498,636</b>	<b>\$2,595,615</b>	<b>\$2,507,756</b>	<b>\$0</b>	<b>\$31,148,319</b>

**FORT SMITH DISTRICT EDUCATION AUTHORITY  
STATEMENT OF FINANCIAL POSITION  
as at June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b><u>Financial Assets</u></b>		
Cash and Cash Equivalents	\$52,862	\$135,514
Cash Held in Trust	77,595	77,857
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
<b>Total Financial Assets</b>	<b><u>\$130,456</u></b>	<b><u>\$213,372</u></b>
<b><u>Liabilities</u></b>		
Accounts Payable & Accrued Liabilities	(\$3)	(\$2,003)
Trust Liability	<u>77,595</u>	<u>77,857</u>
<b>Total Liabilities</b>	<b><u>\$77,592</u></b>	<b><u>\$75,854</u></b>
<b>Net Financial Resources</b>	<b><u>\$52,865</u></b>	<b><u>\$137,517</u></b>
<b>Fund Balance</b>	<b><u><u>\$52,865</u></u></b>	<b><u><u>\$137,517</u></u></b>

**FORT SMITH DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF OPERATIONS**  
For the Year Ended June 30, 2021

	<u>2021 Budget</u> <u>(unaudited)</u>	<u>2021 Actual</u>	<u>2020 Actual</u>
<b><u>REVENUES</u></b>			
<b>ECE Contributions</b>			
ECE Regular Contributions	\$558,476	\$558,476	\$567,769
Other ECE Contributions	0	547,396	471,985
<b>Total ECE Contributions</b>	<u>\$558,476</u>	<u>\$1,105,872</u>	<u>\$1,039,754</u>
Other GNWT Contributions	\$0	\$56,000	\$29,275
<b>Total GNWT Contributions</b>	<u>\$558,476</u>	<u>\$1,161,872</u>	<u>\$1,069,029</u>
<b>Government of Canada Contributions</b>			
Jordan's Principle	\$0	\$52,680	\$125,951
Other Government of Canada	0	0	0
<b>Total Government of Canada Contributions</b>	<u>\$0</u>	<u>\$52,680</u>	<u>\$125,951</u>
<b>Generated Funds</b>			
Investment Income	\$400	\$597	\$1,136
Other	43,500	90,173	60,936
<b>Total Generated Funds</b>	<u>\$43,900</u>	<u>\$90,770</u>	<u>\$62,072</u>
<b>Total Revenues</b>	<u>\$602,376</u>	<u>\$1,305,322</u>	<u>\$1,257,052</u>
<b><u>EXPENSES (Schedule 4)</u></b>			
Administration	\$75,600	\$135,003	\$118,653
School Programs	421,977	970,560	794,676
Inclusive Schooling	31,155	46,532	197,589
Indigenous Language and Education	99,413	184,292	87,523
Jordan's Principle	0	53,588	0
<b>Total Expenses</b>	<u>\$628,145</u>	<u>\$1,389,974</u>	<u>\$1,198,441</u>
<b>Operating Surplu/(Deficit)</b>	<u><u>(\$25,769)</u></u>	<u><u>(\$84,652)</u></u>	<u><u>\$58,611</u></u>
<b>Fund Balance at beginning of year</b>		137,517	78,906
<b>Prior Period Adjustment</b>		<u>0</u>	<u>0</u>
<b>Fund Balance at end of year</b>		<u><u>\$52,865</u></u>	<u><u>\$137,517</u></u>

**FORT SMITH DISTRICT EDUCATION AUTHORITY**  
**SCHEDULE OF EXPENSES**  
For the Year Ended June 30, 2021

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
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**Salaries**

Teachers						\$0
Instruction Assistants						\$0
Non-Instructional Staff		\$82,301		\$724		\$83,025
Board/Trustee Honoraria						\$0

**Employee Benefits**

Employee Benefits/Allowances						\$0
Leave & Termination Benefits						\$0

**Services Purchased/Contracted**

Professional/Technical Services						\$0
Postage/Communication	\$29,802		\$3,311			\$33,113
Utilities						\$0
Travel						\$0
Student Travel				\$7,219		\$7,219
Advertising/Printing/Publishing						\$0
Maintenance/Repair						\$0
Rentals/Leases	\$9,251		\$1,028	\$34,798		\$45,076
Contracted Services	\$92,865					\$92,865

**Materials/Supplies/Freight**

Materials	\$838,642	\$46,532	\$48,362	\$184,292	\$10,848	\$1,128,676
Freight						\$0

<b>Total</b>	<b>\$970,560</b>	<b>\$46,532</b>	<b>\$135,003</b>	<b>\$184,292</b>	<b>\$53,588</b>	<b>\$0</b>	<b>\$1,389,974</b>
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**HAY RIVER DISTRICT EDUCATION AUTHORITY  
STATEMENT OF FINANCIAL POSITION  
as at June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b><u>Financial Assets</u></b>		
Cash and Cash Equivalents	\$27,038	\$30,616
Due from the GNWT	0	78,000
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
<b>Total Financial Assets</b>	<b><u>\$27,038</u></b>	<b><u>\$108,616</u></b>
<b><u>Liabilities</u></b>		
Accounts Payable & Accrued Liabilities	\$2,191	\$3,078
Deferred Revenue	<u>\$0</u>	<u>\$0</u>
<b>Total Liabilities</b>	<b><u>\$2,191</u></b>	<b><u>\$3,078</u></b>
<b>Net Financial Resources</b>	<b><u>\$24,847</u></b>	<b><u>\$105,538</u></b>
<b><u>Non-Financial Assets</u></b>		
Tangible Capital Assets	\$236,120	\$262,356
<b>Fund Balance</b>	<b><u><u>\$260,967</u></u></b>	<b><u><u>\$367,894</u></u></b>

**HAY RIVER DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF OPERATIONS**  
For the Year Ended June 30, 2021

	<u>2021 Budget</u> <u>(unaudited)</u>	<u>2021 Actual</u>	<u>2020 Actual</u>
<b><u>REVENUES</u></b>			
<b>ECE Contributions</b>			
ECE Regular Contributions	\$679,537	\$679,537	\$679,979
Other ECE Contributions	0	595,486	512,756
<b>Total ECE Contributions</b>	<u>\$679,537</u>	<u>\$1,275,023</u>	<u>\$1,192,734</u>
Other GNWT Contributions	\$0	\$77,538	\$68,900
<b>Total GNWT Contributions</b>	<u>\$679,537</u>	<u>\$1,352,561</u>	<u>\$1,261,634</u>
<b>Government of Canada Contributions</b>			
Jordan's Principle	\$0	\$0	\$210,446
Other Government of Canada	0	0	0
<b>Total Government of Canada Contributions</b>	<u>\$0</u>	<u>\$0</u>	<u>\$210,446</u>
<b>Generated Funds</b>			
Investment Income	\$0	\$1,101	\$608
Other	72,206	54,876	88,268
<b>Total Generated Funds</b>	<u>\$72,206</u>	<u>\$55,977</u>	<u>\$88,876</u>
<b>Total Revenues</b>	<u>\$751,743</u>	<u>\$1,408,538</u>	<u>\$1,560,957</u>
<b><u>EXPENSES (Schedule 7)</u></b>			
Administration	\$119,000	\$152,148	\$118,061
School Programs	561,100	1,133,992	1,098,906
Inclusive Schooling	28,407	7,000	0
Indigenous Language and Education	115,769	222,325	135,207
Jordan's Principle	0	0	0
<b>Total Expenses</b>	<u>\$824,276</u>	<u>\$1,515,465</u>	<u>\$1,352,174</u>
<b>Operating Surplus/(Deficit)</b>	<u>(\$72,533)</u>	<u>(\$106,927)</u>	<u>\$208,783</u>
<b>Fund Balance at beginning of year</b>		<u>367,894</u>	<u>159,111</u>
<b>Fund Balance at end of year</b>		<u>\$260,967</u>	<u>\$367,894</u>



**HAY RIVER DISTRICT EDUCATION AUTHORITY**  
**SCHEDULE OF EXPENSES**  
For the Year Ended June 30, 2021

	<b>School Programs</b>	<b>Inclusive Schooling</b>	<b>Admin.</b>	<b>Indigenous Language</b>	<b>Jordan's Principle</b>	<b>Fiscal &amp; Transfers</b>	<b>Total</b>
<b>Salaries</b>							
Teachers	\$2,354						\$2,354
Instruction Assistants	\$27,718						\$27,718
Non-Instructional Staff			\$106,983				\$106,983
Board/Trustee Honoraria			\$11,948				\$11,948
<b>Employee Benefits</b>							
Employee Benefits/Allowances							\$0
Leave & Termination Benefits							\$0
<b>Services Purchased/Contracted</b>							
Professional/Technical Services	\$113,360						\$113,360
Postage/Communication	\$25,813		\$2,994				\$28,807
Utilities							\$0
Travel							\$0
Student Travel			\$26,236				\$26,236
Advertising/Printing/Publishing							\$0
Maintenance/Repair	\$29,643						\$29,643
Rentals/Leases	\$34,450						\$34,450
Contracted Services	\$155,762						\$155,762
<b>Materials/Supplies/Freight</b>							
Materials	\$735,264	\$7,000	\$3,987	\$222,325			\$968,576
Freight	\$9,628						\$9,628
<b>Total</b>	<b>\$1,133,992</b>	<b>\$7,000</b>	<b>\$152,148</b>	<b>\$222,325</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,515,465</b>

**K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
as at June 30, 2021

	<u>2021</u>	<u>2020</u>
<b><u>Financial Assets</u></b>		
Cash and Cash Equivalents	\$26,421	\$30,333
Other Accounts Receivable (net)	5,836	0
<b>Total Financial Assets</b>	<b><u>\$32,257</u></b>	<b><u>\$30,333</u></b>
<b><u>Liabilities</u></b>		
Accounts Payable & Accrued Liabilities	\$27,834	\$2,411
Deferred Revenue	2,102	0
<b>Total Liabilities</b>	<b><u>\$29,935</u></b>	<b><u>\$2,411</u></b>
<b>Net Financial Resources</b>	<b><u>\$2,322</u></b>	<b><u>\$27,921</u></b>
<b>Fund Balance</b>	<b><u>\$2,322</u></b>	<b><u>\$27,921</u></b>

**K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF OPERATIONS**  
For the Year Ended June 30, 2021

	<u>2021 Budget</u> <u>(unaudited)</u>	<u>2021 Actual</u>	<u>2020 Actual</u>
<b><u>REVENUES</u></b>			
<b>ECE Contributions</b>			
Regular ECE Contributions	\$75,604	\$75,604	\$92,500
Other ECE Contributions	0	309,266	20,000
<b>Total ECE Contributions</b>	<u>\$75,604</u>	<u>\$384,870</u>	<u>\$112,500</u>
Other GNWT Contributions	\$0	\$48,184	\$33,549
<b>Total GNWT Contributions</b>	<u>\$75,604</u>	<u>\$433,054</u>	<u>\$146,049</u>
<b>Government of Canada Contributions</b>			
Jordan's Principle	\$0	\$0	\$22,034
Other Government of Canada	0	1,836	0
<b>Total Government of Canada Contributions</b>	<u>\$0</u>	<u>\$1,836</u>	<u>\$22,034</u>
<b>Generated Funds</b>			
Investment Income	\$0	\$3	\$3
Donations	0	2,050	2,500
Other	0	35,787	12,750
<b>Total Generated Funds</b>	<u>\$0</u>	<u>\$37,840</u>	<u>\$15,253</u>
<b>Total Revenues</b>	<u>\$75,604</u>	<u>\$472,731</u>	<u>\$183,336</u>
<b><u>EXPENSES (Schedule 10)</u></b>			
Administration	\$18,840	\$37,590	\$19,418
School Programs	19,600	393,678	123,277
Inclusive Schooling	0	6,000	21,543
Indigenous Language and Education	37,800	61,062	11,220
Jordan's Principle	0	0	0
<b>Total Expenses</b>	<u>\$76,240</u>	<u>\$498,330</u>	<u>\$175,459</u>
<b>Operating Surplus/(Deficit)</b>	<u>(\$636)</u>	<u>(\$25,599)</u>	<u>\$7,877</u>
<b>Fund Balance at beginning of year</b>		<u>\$27,921</u>	<u>\$20,044</u>
<b>Fund Balance at end of year</b>		<u>\$2,322</u>	<u>\$27,921</u>

**K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY**  
**SCHEDULE OF EXPENSES**  
For the Year Ended June 30, 2021

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
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**Salaries**

Teachers						\$0
Instruction Assistants	\$13,492					\$13,492
Non-Instructional Staff		\$7,391	\$4,888			\$12,278
Board/Trustee Honoraria		\$7,200	\$27,029			\$34,229

**Employee Benefits**

Employee Benefits/Allowances						\$0
Leave & Termination Benefits						\$0

**Services Purchased/Contracted**

Professional/Technical Services	\$4,500					\$4,500
Postage/Communication		\$3,269				\$3,269
Utilities						\$0
Travel	\$1,119					\$1,119
Student Travel			\$1,483			\$1,483
Advertising/Printing/Publishing						\$0
Maintenance/Repair	\$12,361		\$4,676			\$17,037
Rentals/Leases	\$1,823	\$4,017				\$5,840
Contracted Services	\$10,962	\$7,899	\$300			\$19,161

**Materials/Supplies/Freight**

Materials	\$349,393	\$6,000	\$7,190	\$22,686		\$385,270
Freight	\$28		\$625			\$652

<b>Total</b>	<b>\$393,678</b>	<b>\$6,000</b>	<b>\$37,590</b>	<b>\$61,062</b>	<b>\$0</b>	<b>\$0</b>	<b>\$498,330</b>
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**FORT RESOLUTION DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
as at June 30, 2021

	<u>2021</u>	<u>2020</u>
<b><u>Financial Assets</u></b>		
Cash and Cash Equivalents	\$57,512	\$111,876
Due from GNWT	0	0
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
<b>Total Financial Assets</b>	<b><u>\$57,512</u></b>	<b><u>\$111,876</u></b>
<b><u>Liabilities</u></b>		
Payroll Liabilities	\$505	\$628
Deferred Revenue	<u>1,626</u>	<u>0</u>
<b>Total Liabilities</b>	<b><u>\$2,130</u></b>	<b><u>\$628</u></b>
<b>Net Financial Resources</b>	<b><u>\$55,381</u></b>	<b><u>\$111,247</u></b>
<b>Fund Balance</b>	<b><u><u>\$55,381</u></u></b>	<b><u><u>\$111,247</u></u></b>

**FORT RESOLUTION DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF OPERATIONS**  
For the Year Ended June 30, 2021

	<u>2021 Budget</u> <u>(unaudited)</u>	<u>2021 Actual</u>	<u>2020 Actual</u>
<b><u>REVENUES</u></b>			
<b>ECE Contributions</b>			
Regular ECE Contributions	\$105,830	\$105,830	\$123,019
Other ECE Contributions	0	116,926	156,043
<b>Total ECE Contributions</b>	<b>\$105,830</b>	<b>\$222,756</b>	<b>\$279,062</b>
Other GNWT Contributions	\$0	\$0	\$51,696
<b>Total GNWT Contributions</b>	<b>\$105,830</b>	<b>\$222,756</b>	<b>\$330,758</b>
<b>Government of Canada Contributions</b>			
Jordan's Principle	\$0	\$0	\$105,923
Other Government of Canada	0	0	0
<b>Total Government of Canada Contributions</b>	<b>\$0</b>	<b>\$0</b>	<b>\$105,923</b>
<b>Generated Funds</b>			
Investment Income	\$0	\$23	\$210
Other	0	38,060	37,763
<b>Total Generated Funds</b>	<b>\$0</b>	<b>\$38,083</b>	<b>\$37,973</b>
<b>Total Revenues</b>	<b>\$105,830</b>	<b>\$260,839</b>	<b>\$474,654</b>
<b><u>EXPENSES (Schedule 13)</u></b>			
Administration	\$31,041	\$129,297	\$63,246
School Programs	36,404	128,146	194,661
Inclusive Schooling	0	1,440	106,019
Indigenous Language and Education	38,385	58,028	43,072
Jordan's Principle	0	(206)	0
<b>Total Expenses</b>	<b>\$105,830</b>	<b>\$316,705</b>	<b>\$406,997</b>
<b>Operating Surplus/(Deficit)</b>	<b>\$0</b>	<b>(\$55,866)</b>	<b>\$67,657</b>
<b>Fund Balance at beginning of year</b>		<b>111,247</b>	<b>43,590</b>
<b>Fund Balance at end of year</b>		<b>\$55,381</b>	<b>\$111,247</b>

**FORT RESOLUTION DISTRICT EDUCATION AUTHORITY**  
**SCHEDULE OF EXPENSES**  
For the Year Ended June 30, 2021

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
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**Salaries**

Teachers						\$0
Instruction Assistants				(\$206)		(\$206)
Non-Instructional Staff	\$32,736	\$6,602				\$39,338
Board/Trustee Honoraria		\$9,825				\$9,825

**Employee Benefits**

Employee Benefits/Allowances						\$0
Leave & Termination Benefits						\$0

**Services Purchased/Contracted**

Professional/Technical Services						\$0
Postage/Communication	\$56	\$4,276				\$4,332
Utilities	\$2,695					\$2,695
Travel	\$751	\$1,754				\$2,505
Student Travel						\$0
Advertising/Printing/Publishing	\$894	\$2,452				\$3,346
Maintenance/Repair		\$8,091				\$8,091
Rentals/Leases	\$17,160	\$2,941				\$20,101
Contracted Services	\$42,950	\$100	\$4,270			\$47,320

**Materials/Supplies/Freight**

Materials	\$29,843	\$1,406	\$91,155	\$53,420		\$175,825
Freight	\$1,061	\$34	\$2,101	\$338		\$3,534

**Total**

<b>\$128,146</b>	<b>\$1,440</b>	<b>\$129,297</b>	<b>\$58,028</b>	<b>(\$206)</b>	<b>\$0</b>	<b>\$316,705</b>
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**LUTSEL K'E DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
as at June 30, 2021

	<u>2021</u>	<u>2020</u>
<b><u>Financial Assets</u></b>		
Cash and Cash Equivalents	\$110,096	\$0
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
<b>Total Financial Assets</b>	<b><u>\$110,096</u></b>	<b><u>\$0</u></b>
<b><u>Liabilities</u></b>		
Bank Indebtedness	\$0	\$2,718
Deferred Revenue	0	0
Accounts Payable & Accrued Liabilities	<u>27,570</u>	<u>1,056</u>
<b>Total Liabilities</b>	<b><u>\$27,570</u></b>	<b><u>\$3,774</u></b>
<b>Net Financial Resources</b>	<b><u>\$82,525</u></b>	<b><u>(\$3,774)</u></b>
<b>Fund Balance</b>	<b><u><u>\$82,525</u></u></b>	<b><u><u>(\$3,774)</u></u></b>



**LUTSEL K'E DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF OPERATIONS**  
For the Year Ended June 30, 2021

	<b>2021 Budget (unaudited)</b>	<b><u>2021 Actual</u></b>	<b><u>2020 Actual</u></b>
<b><u>REVENUES</u></b>			
<b>ECE Contributions</b>			
Regular ECE Contributions	\$111,737	\$111,737	\$113,322
Other ECE Contributions	0	218,945	74,603
<b>Total ECE Contributions</b>	<b><u>\$111,737</u></b>	<b><u>\$330,682</u></b>	<b><u>\$187,925</u></b>
Other GNWT Contributions	\$0	\$35,118	\$36,493
<b>Total GNWT Contributions</b>	<b><u>\$111,737</u></b>	<b><u>\$365,800</u></b>	<b><u>\$224,418</u></b>
<b>Government of Canada Contributions</b>			
Jordan's Principle	\$0	\$0	\$40,588
Other Government of Canada	0	0	0
<b>Total Government of Canada Contributions</b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$40,588</u></b>
<b>Generated Funds</b>			
Investment Income	\$0	\$0	\$0
Donations	0	0	9,765
Other	0	48,635	79,430
<b>Total Generated Funds</b>	<b><u>\$0</u></b>	<b><u>\$48,635</u></b>	<b><u>\$89,195</u></b>
<b>Total Revenues</b>	<b><u>\$111,737</u></b>	<b><u>\$414,435</u></b>	<b><u>\$354,201</u></b>
<b><u>EXPENSES (Schedule 16)</u></b>			
Administration	\$50,600	\$29,178	\$31,126
School Programs	46,137	171,905	217,807
Inclusive Schooling	0	7,975	46,719
Indigenous Language and Education	15,000	108,997	56,363
Jordan's Principle	0	10,081	0
<b>Total Expenses</b>	<b><u>\$111,737</u></b>	<b><u>\$328,136</u></b>	<b><u>\$352,015</u></b>
<b>Operating Surplus/(Deficit)</b>	<b><u>\$0</u></b>	<b><u>\$86,299</u></b>	<b><u>\$2,186</u></b>
<b>Fund Balance at beginning of year</b>		<b><u>(3,774)</u></b>	<b><u>(5,960)</u></b>
<b>Fund Balance at end of year</b>		<b><u>\$82,525</u></b>	<b><u>(\$3,774)</u></b>

**LUTSEL K'E DISTRICT EDUCATION AUTHORITY**  
**SCHEDULE OF EXPENSES**  
For the Year Ended June 30, 2021

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
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**Salaries**

Teachers						\$0
Instruction Assistants	(\$151)					(\$151)
Non-Instructional Staff						\$0
Board/Trustee Honoraria		\$5,700				\$5,700

**Employee Benefits**

Employee Benefits/Allowances		\$248				\$248
Leave & Termination Benefits						\$0

**Services Purchased/Contracted**

Professional/Technical Services						\$0
Postage/Communication	\$1,588		\$2,547			\$4,135
Utilities						\$0
Travel	\$612		\$216			\$829
Student Travel						\$0
Advertising/Printing/Publishing	\$449					\$449
Maintenance/Repair			\$6,960			\$6,960
Rentals/Leases	\$2,015	\$1,481	\$1,509	\$4,281		\$9,287
Contracted Services	\$29,828	\$1,158	\$2,700	\$61,250		\$94,935

**Materials/Supplies/Freight**

Materials	\$115,472	\$4,336	\$7,512	\$32,239	\$10,081	\$169,641
Freight	\$22,091	\$1,000	\$2,002	\$11,010		\$36,103

<b>Total</b>	<b>\$171,905</b>	<b>\$7,975</b>	<b>\$29,178</b>	<b>\$108,997</b>	<b>\$10,081</b>	<b>\$0</b>	<b>\$328,136</b>
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**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NON-CONSOLIDATED STATEMENT OF FINANCIAL POSITION  
as at June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b><u>Financial Assets</u></b>		
Cash and Cash Equivalents	\$9,695,468	\$8,620,209
Due from the GNWT	27,556	202,293
Other Accounts Receivable	156,650	162,916
	<hr/>	<hr/>
<b>Total Financial Assets</b>	<b><u>\$9,879,674</u></b>	<b><u>\$8,985,418</u></b>
<b><u>Liabilities</u></b>		
<b>Current</b>		
Accounts Payable and Accrued Liabilities	\$33,272	\$20,677
Due to the GNWT	75,085	136,503
Payroll Liabilities	2,392,289	2,077,189
Deferred Revenue	1,700,406	833,935
Post-Employment Benefits	2,194,535	2,650,694
	<hr/>	<hr/>
<b>Total Liabilities</b>	<b><u>\$6,395,587</u></b>	<b><u>\$5,718,998</u></b>
<b>Net Financial Resources</b>	<b><u>\$3,484,087</u></b>	<b><u>\$3,266,420</u></b>
<b><u>Non-Financial Assets</u></b>		
Prepaid Expenses (Note 20)	\$0	\$0
<b>Accumulated Fund Balance</b>	<b><u><u>\$3,484,087</u></u></b>	<b><u><u>\$3,266,420</u></u></b>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL**  
**NON-CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT**  
**For the Year Ended June 30, 2021**

	<u>2021</u>	<u>2020</u>
Annual Surplus/(Deficit) (Schedule 19)	\$217,668	(\$779,168)
Prior Year Adjustments	<u>0</u>	<u>0</u>
<b>Increase/(Decrease) in Net Financial Resources</b>	<b>\$217,668</b>	<b>(\$779,168)</b>
Opening Net Financial Resources	<u>3,266,420</u>	<u>4,045,588</u>
Closing Net Financial Resources	<u><u>\$3,484,088</u></u>	<u><u>\$3,266,420</u></u>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
NON-CONSOLIDATED STATEMENT OF OPERATIONS  
For the Year Ended June 30, 2021**

	<b>2021 Budget (unaudited)</b>	<b><u>2021 Actual</u></b>	<b><u>2020 Actual</u></b>
<b><u>REVENUES</u></b>			
<b>ECE Contributions</b>			
Regular ECE Contributions	\$24,103,092	\$25,294,194	\$24,117,729
Other ECE Contributions	260,000	2,695,246	625,746
<b>Total ECE Contributions</b>	<b><u>\$24,363,092</u></b>	<b><u>\$27,989,440</u></b>	<b><u>\$24,743,475</u></b>
Other GNWT Contributions	\$15,000	\$16,079	\$47,933
<b>Total GNWT Contributions</b>	<b><u>\$24,378,092</u></b>	<b><u>\$28,005,519</u></b>	<b><u>\$24,791,408</u></b>
<b>Government of Canada Contributions</b>			
Jordan's Principle	\$0	\$2,444,293	\$772,086
Other Government of Canada	0	0	1,000
<b>Total Government of Canada Contributions</b>	<b><u>\$0</u></b>	<b><u>\$2,444,293</u></b>	<b><u>\$773,086</u></b>
<b>Other Education Bodies</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Generated Funds</b>			
Investment Income	\$150,000	\$48,249	\$142,010
Non-GNWT Contributions	70,000	86,319	101,991
Donations	0	0	0
Other	0	18,825	25,871
<b>Total Generated Funds</b>	<b><u>\$220,000</u></b>	<b><u>\$153,393</u></b>	<b><u>\$269,872</u></b>
<b>Total Revenues</b>	<b><u>\$24,598,092</u></b>	<b><u>\$30,603,205</u></b>	<b><u>\$25,834,366</u></b>
<b><u>EXPENSES (Schedule 20)</u></b>			
Administration	\$2,142,375	\$2,018,328	\$1,951,739
School Programs	15,291,214	15,645,670	14,456,531
Inclusive Schooling	5,077,792	5,111,109	5,766,361
Indigenous Language and Education	1,922,180	2,031,819	1,710,255
Jordan's Principle	0	2,444,293	0
Transfers to DEAs	1,531,184	3,134,317	2,728,648
<b>Total Expenses</b>	<b><u>\$25,964,745</u></b>	<b><u>\$30,385,537</u></b>	<b><u>\$26,613,534</u></b>
<b>Operating Surplus/(Deficit)</b>	<b><u>(\$1,366,653)</u></b>	<b>\$217,668</b>	<b>(\$779,168)</b>
<b>Fund Balance at beginning of year</b>		<b><u>3,266,420</u></b>	<b><u>4,045,588</u></b>
<b>Fund Balance at end of year</b>		<b><u>\$3,484,088</u></b>	<b><u>\$3,266,420</u></b>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL**  
**SCHEDULE OF EXPENSES**  
**(Non-Consolidated)**  
**For the Year Ended June 30, 2021**

School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
<b>Salaries</b>						
Teachers	\$13,306,432	\$2,198,292		\$1,247,520		\$16,752,244
Instruction Assistants		\$1,995,495		\$392,368	\$2,444,293	\$4,832,156
Non-Instructional Staff	\$1,908,646	\$416,562	\$1,389,833	\$81,306		\$3,796,347
Board/Trustee Honoraria			\$3,950			\$3,950
<b>Employee Benefits</b>						
Employee Benefits/Allowances	\$154,367	\$116,891	\$18,485	\$37,405		\$327,148
Leave & Termination Benefits	(\$138,638)	\$76,867	\$5,647	\$24,598		(\$31,526)
<b>Services Purchased/Contracted</b>						
Professional/Technical Services	\$49,826	\$9,028	\$143,670	\$27,008		\$229,531
Postage/Communication			\$31,126	\$147		\$31,274
Utilities						\$0
Travel	\$19,554	\$26,746	\$43,379	\$8,628		\$98,308
Student Travel		\$2,158				\$2,158
Advertising/Printing/Publishing		\$3,598	\$12,834	\$29,008		\$45,439
Maintenance/Repair			\$7,811			\$7,811
Rentals/Leases			\$173,156	\$1,000		\$174,156
Contracted Services	\$154,841	\$26,048		\$83,988		\$264,877
<b>Materials/Supplies/Freight</b>						
Materials	\$189,941	\$234,058	\$185,006	\$97,291		\$706,296
Freight	\$701	\$5,367	\$3,430	\$1,554		\$11,051
<b>Transfers to DEA's</b>						
					\$3,134,317	\$3,134,317
<b>Total</b>	<b>\$15,645,670</b>	<b>\$5,111,109</b>	<b>\$2,018,328</b>	<b>\$2,031,819</b>	<b>\$2,444,293</b>	<b>\$30,385,537</b>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
SCHEDULE OF SPECIFIC PROGRAM EXPENSES  
INCLUSIVE SCHOOLING  
For the Year Ended June 30, 2021**

General Expenditures	Staff Development	Assistive Technology	Magnet Facilities	Total
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**Salaries**

Regional Coordinator	\$285,300			\$285,300
Program Support Teachers	\$1,971,496	\$7,057	\$221,336	\$2,199,889
Support Assistants	\$2,125,159			\$2,125,159

**Employee Benefits**

Employee Benefits/Allowances *	\$193,758			\$193,758
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**Services Purchased/Contracted**

Professional/Technical Services	\$9,028			\$9,028
Travel		\$26,746		\$26,746
Student Transportation (Bussing)	\$2,158			\$2,158
Advertising/Printing/Publishing	\$3,598			\$3,598
Maintenance/Repair				\$0
Rentals/Leases	\$1,481			\$1,481
Contracted Services	\$27,206			\$27,206

**Materials/Supplies/Freight**

Materials	\$195,856	\$17,711	\$47,565	\$261,132
Freight	\$1,034		\$5,367	\$6,401

<b>Total</b>	<b>\$4,816,074</b>	<b>\$51,514</b>	<b>\$52,932</b>	<b>\$221,336</b>	<b>\$5,141,856</b>
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\* From Schedule 20

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
SCHEDULE OF SPECIFIC PROGRAM EXPENDSES  
INDIGENOUS LANGUAGE AND EDUCATION  
For the Year Ended June 30, 2021**

	Student Instruction	Teaching Resources	Professional Development	School ** Activities	Total
<b>Salaries</b>					
ILE Teachers	\$1,239,979		\$7,541		\$1,247,520
Language Consultants		\$81,306			\$81,306
Instruction Assistants	\$392,368				\$392,368
Non-Instructional Staff				\$4,888	\$4,888
Honoraria				\$27,029	\$27,029
<b>Employee Benefits</b>					
Employee Benefits/Allowances *	\$62,003				\$62,003
<b>Services Purchased/Contracted</b>					
Professional/Technical Services	\$27,008				\$27,008
Travel			\$8,628	\$216	\$8,844
Student Transportation (Bussing)				\$1,483	\$1,483
Advertising/Printing/Publishing	\$29,008				\$29,008
Maintenance/Repair				\$4,676	\$4,676
Rentals/Leases	\$1,000			\$4,281	\$5,281
Contracted Services	\$83,988			\$65,820	\$149,808
<b>Materials/Supplies/Freight</b>					
Materials	\$53,925		\$2,865	\$508,808	\$565,598
Freight	\$1,554			\$11,348	\$12,902
<b>Total</b>	<b>\$1,890,832</b>	<b>\$81,306</b>	<b>\$19,035</b>	<b>\$628,549</b>	<b>\$2,619,721</b>

\* 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, 2021**

	<b>Contributions July 1, 2020 to June 30, 2021</b>	<b>SSDEC Commitment July 1, 2020 to June 30, 2021</b>	<b>Total Expenses July 1, 2020 to June 30, 2021</b>	<b>Under/(Over) Funding</b>
<b>Bilateral Agreement Funding</b>				
Core French 1-12 (salary)		\$397,782	\$438,227	(\$40,445)
Immersion Pioneer Class (salary)	\$273,000	305,592	692,938	(114,346)
Resources		15,000	32,565	(17,565)
Partnership with YK1	15,000		15,100	(100)
French Monitor		5,000	22,253	(17,253)
Professional Development		5,000	4,000	1,000
French Language Communications				
Intensive French: Salary	98,700	355,096	283,145	170,651
Intensive French: Retention/Recruitment	5,100	370		5,470
Intensive French: Resources				0
Intensive French: Training/Visits				0
<b>Totals</b>	<b>\$391,800</b>	<b>\$1,083,840</b>	<b>\$1,488,228</b>	<b>(\$12,588)</b>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES  
NWT STUDENT SUCCESS INITIATIVE - PROFESSIONAL DEVELOPMENT  
For the Period July 1, 2020 to June 30, 2021**

	Budget 2020/21	Actual 2020/21
<u>Revenue</u>		
Education, Culture and Employment	\$55,000	\$55,000
NWTTA		70,650
<b>Total Revenue</b>	<b>\$55,000</b>	<b>\$125,650</b>
<u>Expenditures</u>		
<u>Salaries/Wages</u>		
Salaries	\$581,852	\$923,255
Facilitator's Fees	166,703	166,703
Substitute Teachers Wages	16,500	1,412
<u>Travel</u>		
Facilitator Travel		50
Staff Travel	28,550	198
Accommodation	17,000	171
Per Diems	13,500	
<u>Workshop Expenses</u>		
Room Rental		
Tuition		1,772
Refreshments	3,000	71
Resources	47,900	144,850
Miscellaneous	23,600	8,955
<b>Total Expenses</b>	<b>\$898,605</b>	<b>\$1,247,437</b>
<b>Net Surplus/(Deficit)</b>	<b>(\$843,605)</b>	<b>(\$1,121,787)</b>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES  
NORTHERN DISTANCE LEARNING  
For the Year Ended June 30, 2021**

	<b>Budget 2020/21</b>	<b>Fort Resolution</b>	<b>Lutsel K'e</b>	<b>Total</b>	<b>July 1, 2020 to March 31, 2021</b>	<b>April 1, 2021 to June 30, 2021</b>	<b>Total 2020/21</b>
Revenues							
Education, Culture & Employment	\$60,500	\$29,250	\$31,250	\$60,500	\$40,535	\$19,965	\$60,500
Other							\$0
Total Funding	\$60,500	\$29,250	\$31,250	\$60,500	\$40,535	\$19,965	\$60,500
Expenditures							
Support Persons	\$60,500	\$29,250	\$31,250	\$60,500	\$25,684	\$7,312	\$32,996
Network Charges				\$0			\$0
Total Expenditures	\$60,500	\$29,250	\$31,250	\$60,500	\$25,684	\$7,312	\$32,996
<b>Surplus/(Deficit)</b>	\$0	\$0	\$0	\$0	<b>\$14,851</b>	<b>\$12,653</b>	<b>\$27,504</b>

Schedule 26

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL  
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES  
Jordan's Principle  
For the Year Ended June 30, 2021**

	<b>June 30, 2021 Budget</b>	<b>June 30, 2021 Actual</b>	<b>June 30, 2020 Actual</b>	<b>July 1, 2020 to March 31, 2021 Actual</b>	<b>April 1, 2021 to June 30, 2021 Actual</b>
<b>Revenue</b>					
Government of Canada					
- First Nations and Inuit Health Branch	\$1,610,207	\$1,663,038	\$694,100	\$211,247	\$1,451,791
Carry Forward from Previous Year	\$833,935	\$833,935	\$582,928	\$833,935	
<b>Total Revenue</b>	<b>\$2,444,142</b>	<b>\$2,496,973</b>	<b>\$1,277,028</b>	<b>\$1,045,182</b>	<b>\$1,451,791</b>
<b>Expenditures</b>					
Administration					
Personnel	\$2,193,135	\$2,444,810	\$1,168,845	\$1,775,687	\$669,123
Transportation		\$7,219	\$18,378	\$5,414	\$1,805
Materials and Supplies		\$20,929	\$36,888	\$15,697	\$5,232
Rent and Utilities					
Evaluation					
Other		\$34,798	\$29,426	\$26,099	\$8,699
<b>Total Expenditures</b>	<b>\$2,193,135</b>	<b>\$2,507,756</b>	<b>\$1,253,537</b>	<b>\$1,822,897</b>	<b>\$684,859</b>
<b>Surplus/(Deficit)</b>	<b>\$251,007</b>	<b>(\$10,783)</b>	<b>\$23,491</b>	<b>(\$777,715)</b>	<b>\$766,932</b>
<b>Deferred Revenue</b>	<b>\$251,007</b>	<b>(\$10,783)</b>	<b>\$23,491</b>		

Schedule 27

South Slave Divisional Education Council  
 2020/21 Fund Balances  
 (Unaudited)

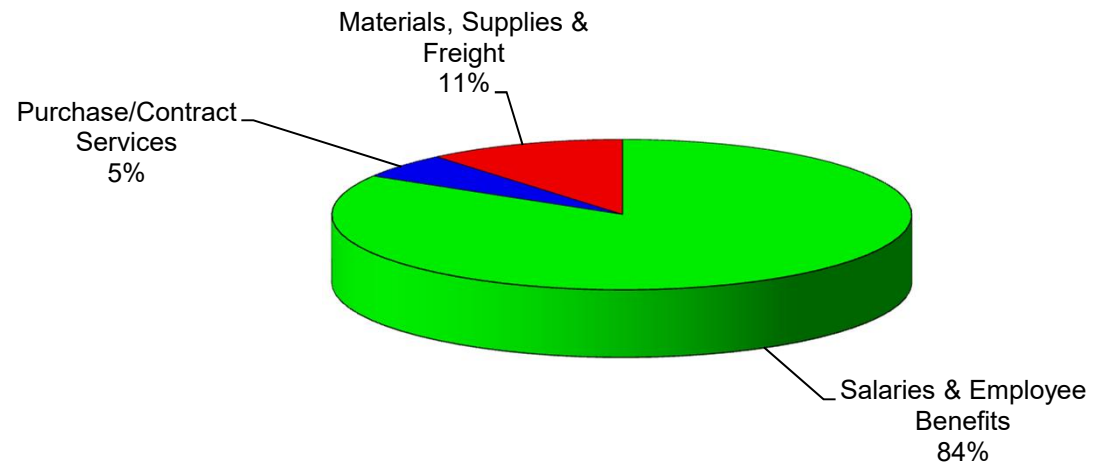
	SSDEC	Fort Smith	Hay River	K'atlodeeche	Fort Resolution	Lutsel K'e	
Fund Balances as per audited Financial Statements	\$3,484,088	\$52,865	\$260,967	\$2,322	\$55,381	\$82,525	\$454,060
less: Staffing Surpluses							
- Lutsel K'e Dene School	\$85,577						
- Paul William Kaeser	\$287,446						
- Harry Camsell	\$90,508						
- Joseph Burr Tyrrell	\$128,540						
- Chief Sunrise	\$44,650						
- Princess Alexandra	\$106,693						
- Diamond Jenness Secondary School	\$167,082						
- Deninu School	\$166,627						
	(\$1,077,123)						
Commitments against surpluses							
- Council Office							
- Fort Resolution DEA plan							
- Lutsel K'e DEA plan							(\$73,450)
- K'atlodeeche plan				\$0			
- Hay River DEA plan (bus depreciation)			(\$236,120)				
- Fort Smith plan		(\$17,976)			(\$47,932)		
Uncommitted Fund Balance	\$2,406,965	\$34,889	\$24,847	\$2,322	\$7,449	\$9,075	
2021/22 contributions from SSDEC		\$498,414	\$506,880	\$127,194	\$106,418	\$129,649	
Fund Balance percentage *		7.00%	4.90%	1.83%	7.00%	7.00%	

\* Calculated as per SSDEC policy DFAA - Financial Surplus  
 maximum SSDEC fund balance as per policy DFAA - Financial Surplus

**\$2,142,224**

Salaries & Employee Benefits	\$26,027,102
Purchase/Contract Services	\$1,677,477
Materials, Supplies & Freight	\$3,443,740
Total	\$31,148,319

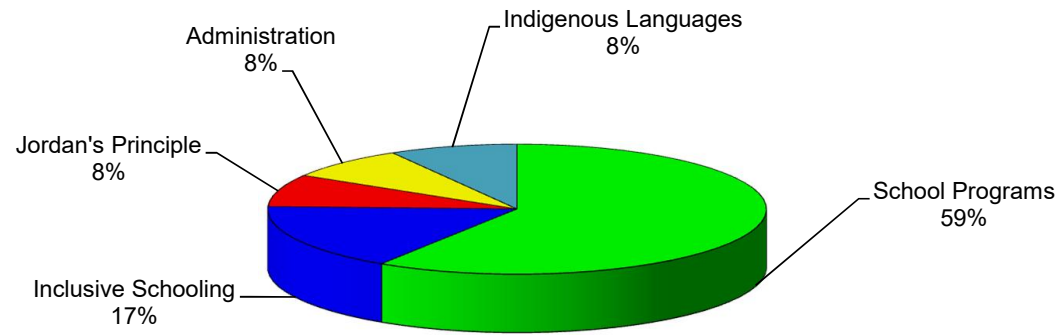
### South Slave Divisional Education Council Details of Expenditures For the Year Ended June 30, 2021



■ Salaries & Employee Benefits      ■ Purchase/Contract Services      ■ Materials, Supplies & Freight

School Programs	\$18,410,456
Inclusive Schooling	\$5,135,856
Jordan's Principle	\$2,507,756
Administration	\$2,498,636
Indigenous Languages	\$2,595,615
Total	\$31,148,319

**South Slave Divisional Education Council  
Expenditures by Function  
For the Year Ended June 30, 2021**



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Education Accountability Framework

# Tłıchq Community Services Agency

Annual Report

For the 2020-21 School Year

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Cadre de responsabilisation en éducation

# Agence de services communautaires tłıchq

Plan de fonctionnement et rapport annuel

Année scolaire 2020-2021

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## Tłıchq Community Services Agency's Operating Plan for 2021-2022

### Operating Plan - Executive Summary

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The Tłıchq Community Services Agency's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Tłıchq Community Services Agency's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The TCSA consists of 5 schools that house approximately 915 students. Our schools serve students from JK-12 and our programs include Tłıchq Immersion, regular and transitional programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming.

In response to the TCSA strategic plan, education has set the following goals and priorities for 2018-22.

1. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy.
2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.
3. Lifelong Learning: Developing capable lifelong learners.
4. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchq people.

In response to regional literacy data the TCSA has developed a comprehensive plan to improve oral language, and literacy that includes:

- A Literacy Curriculum Coordinator to strengthen instruction, analyse student achievement data; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) through onsite coaching to build capacity in our educators.

Due to the significant number of students with support plans, and in response to the results of the Early Development Instrument (EDI), and Middle Years Development Instrument (MDI), the TCSA will focus on:

- Creating a healthy environment for our students through a variety of healthy food, counselling, recreation, and rehabilitation (SLP/OT) programs;
- All schools within the TCSA adhere to Safe Schools Plans that are reviewed annually to ensure the safety of our students;
- Improving SSPs and IEPs goals to be responsive to assessments;

- Supporting the Indigenous Health and Wellness Elders (IHWE), Child and Youth Care Counsellors (CYCCs) and Northern Counselling and Therapeutic Services (NCTS) in providing healing and counselling services to our students;
- All schools in the Tłıchq region have School-Based Support Teams (SBST); and
- Continue to support our student population which includes a significant number of students with complex needs such as speech and language, Occupational Therapy, literacy and other academic gaps, and students on the autism spectrum with responses to intervention.

To prepare students and support staff to be lifelong learners, the TCSA will:

- Foster lifelong learning through purposeful coaching and in-servicing for educators specifically in the areas of reading, mathematics, and Tłıchq language; and
- Support quality career path programming for students in grades 7-12 (such as CPP, myBlueprint, and working with Career Education Advisors (CEA)).

As language and culture is such a vital part of the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in the area of Tłıchq language, culture, and way of life. As such the TCSA will continue to and expand on several key initiatives:

- All schools in the TCSA region offer Tłıchq as a second language, and one school offers Tłıchq immersion in K-2;
- The Elders in Schools Program and Indigenous Health and Wellness Elder provides activities such as storytelling, on-the-land camps, celebration days, and heritage fair, and most importantly create Tłıchq identity within the schools;
- TCSA schools plan events using the strengths of the educators, support assistants, students, and community members to promote a positive relationship between community and school. These include culture orientation days which are held throughout the year at each school;
- The Tłıchq region has a long and rich history of offering innovate and unique language programming and intends on continuing that practice by developing age appropriate resources (songs and books); and
- The TCSA will continue to support indigenizing education through regionally developed resources including Culture Based Integrated Planning (CBIP), locally developed courses, Tłıchq History, and numerous Tłıchq language books.

The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built... on my land... and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way and the white man's way". To our future we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us, so that our children will be 'strong like two people'.

## Rapport annuel 2020-2021 de l'Agence de services communautaires t̥ich̥

### Rapport annuel – Sommaire

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Le rapport annuel de l'Agence de services communautaires t̥ich̥ pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent 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 gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

L'Agence de services communautaires t̥ich̥ (ASCT) regroupe cinq écoles accueillant environ 920 élèves. Nos écoles desservent des élèves de la prématernelle à la 12<sup>e</sup> année et nos programmes comprennent l'immersion en t̥ich̥, 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 Wekweèti.

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<sup>e</sup> année pour favoriser le développement de la langue orale;
- Travailler en communautés d'apprentissage professionnelles pour accroître la réussite scolaire dans une approche systémique des données (lecture précoce en tant qu'indicateur du degré de préparation à la lecture);
- Améliorer les approches d'alphabétisation de niveau 2 et 3, notamment sur les aspects phonologiques du langage et les comportements de lecture;
- Présenter une demande en vertu du principe de Jordan et recevoir du soutien à l'orthophonie grâce à un site Internet et à l'augmentation dans toutes les écoles du nombre de postes d'aides-enseignants et d'accompagnateurs en alphabétisation;
- Participer à des activités de consultation communautaire qui favorisent le développement du langage oral;
- Recourir à des spécialistes en alphabétisation qui conseilleront les éducateurs et orienteront leur croissance professionnelle (surtout pour l'enseignement de la lecture, l'évaluation et l'intervention).

Cette approche cohérente a porté ses fruits en langue orale et en littératie :

- Teacher Rating of Oral Language and Literacy (TROLL) [Échelle d'évaluation par l'enseignant de la langue orale et de la littératie] – au cours des quatre dernières années, l'ASCT remarque une amélioration appréciable (en 2016, 15 % des élèves de maternelle se situaient dans le niveau attendu pour leur âge comparativement à 48 % en 2021);
  - Lecture (selon la grille d'évaluation de Fountas et Pinnell) – au cours des quatre 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 %, 2020 – 14,6 % et 2021 – 54 %).
- \* L'évaluation finale pour 2020 a été interrompue en raison de la pandémie de COVID-19.

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 et formation d'enseignants de soutien aux programmes de mathématiques pour venir en aide aux élèves qui présentent des besoins complexes;
- Collecte de données de référence sur la réussite des élèves pour orienter les décisions futures et ultimement favoriser la réussite des élèves en mathématiques.

Pour remplir sa mission, l'ASCT fait toujours de la langue et de la culture ṭ̣cḥ̣ ses priorités. Or, cette année, elle a été en mesure d'approfondir plusieurs initiatives et projets importants :

- Pour l'année scolaire 2020-2021, nous avons réussi à recruter huit aînés (ou aînés en formation) pour le projet 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 Ṭ̣cḥ̣ et des programmes intégrés axés sur la culture. Elle a également créé le guide de camp Decḥ̣ṇ̣ts'ó Ts'eedè' pour que les élèves fassent des liens entre les expériences culturelles significatives et leurs apprentissages.
- Les écoles ṭ̣cḥ̣ 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 ṭ̣cḥ̣ ».

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 concevoir un plan et d'autres mesures de soutien à la transition destinées aux élèves lors d'étapes importantes (prématernelle, maternelle, 6<sup>e</sup>, 9<sup>e</sup> et 12<sup>e</sup> année);
- Les enseignants de soutien aux programmes (ESP) 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;
- Elle s'est associée à des partenaires clés tels que le gouvernement tǎjchǒ, 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 rencontre toujours des difficultés à trouver des logements bien tenus pour le personnel dans les collectivités. En 2020-2021, l'ASCT a connu un nombre de départs à la retraite plus élevé que la normale, plus particulièrement dans le domaine des langues et de la culture. Par conséquent, on se concentre davantage sur l'encadrement des nouveaux enseignants de langues autochtones.

## Operating Plan - Executive Summary

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The Tłıchǵ Community Services Agency's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Tłıchǵ Community Services Agency's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, **including any specific information related to the COVID-19 pandemic:**

The TCSA consists of 5 schools that house approximately 920 students. Our schools serve students from JK-12 and our programs include Tłıchǵ 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 Tłıchǵ people.

In response to regional literacy data the TCSA has developed a comprehensive plan to improve oral language, and literacy that includes:

- A Literacy Curriculum Coordinator to strengthen instruction, analyse student achievement data; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) through onsite coaching to build capacity in our educators.

Due to the significant number of students with support plans, and in response to the results of the Early Development Instrument (EDI), and Middle Years Development Instrument (MDI), the TCSA will focus on:

- Creating a healthy environment for our students through a variety of Healthy food programs;
- All schools within the TCSA adhere to Safe Schools Plans that are reviewed annually to ensure the safety of our students;
- Review and audit SSPs and IEPs to be responsive in creating differentiated instruction;
- Supporting the CYCCs and the NCTS in providing healing and counselling services to our students;
- All schools in the Tłıchǵ region have School-Based Support Teams (SBST) that meet biweekly; and

- Continue to support our student population which includes a significant number of students with complex needs such as speech and language, Occupational Therapy, and students on the autism spectrum with responses to intervention.

To prepare students and support staff to be lifelong learners, the TCSA will:

- Foster lifelong learning through purposeful coaching and in-servicing for educators specifically in the areas of reading, mathematics, and Tłıchq language; and
- Support quality career path programming for students in grades 7-12 (such as CPP, myBlueprint, and working with Career Education Advisors (CEA)).

As language and culture is such a vital part of the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in the area of Tłıchq language, culture, and way of life. As such the TCSA will continue to and expand on several key initiatives:

- All schools in the TCSA region offer Tłıchq as a second language, and one school offers Tłıchq immersion in K-2;
- The Elders in Schools Program and Indigenous Health and Wellness Elder pilot provides activities such as storytelling, on-the-land camps, celebration days, and heritage fair, and most importantly create Tłıchq identity within the schools;
- TCSA schools plan events using the strengths of the educators, 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 Tłıchq region has a long and rich history of offering innovate and unique language programming and intends on continuing that practice by developing age appropriate resources (songs and books);
- The TCSA will continue to support indigenizing education through regionally developed resources including CBIP, Tłıchq History, and numerous Tłıchq language books.

The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built... on my land... and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way and the white man's way". To our future we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us, so that our children will be 'strong like two people'.

2020-2021 brings unknown realities in light of the global COVID-19 pandemic. The TCSA is committed to providing a safe learning and working environment for all students, and staff by continuing to work with territorial partners to stay up to date on implementing recommendations from the OCPHO. This new reality may change how we do our work, but it does not change our 'why'; the TCSA is committed to its purpose, mission, and strategic goals. Two Tłıchq schools have moved to a blended learning platform for high school in order to meet the recommendations to reopen safely (CJBS and MCS).



## Annual Report - Executive Summary

The Tłıchǫ Community Services Agency's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, including any specific information related to the COVID-19 pandemic:

The Tłıchǫ Community Services Agency (TCSA) consists of 5 schools that house approximately 920 students. Our schools serve students from JK-12 and our programs include Tłıchǫ 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 Arrowmaker School (AAS) in Wekweètì.

In response to regional literacy and oral language development data the TCSA has developed a multiyear comprehensive plan to improve oral language, and literacy that includes:

- Providing training for JK-2 teachers and support assistants in promoting oral language development;
- Work in collaborative Professional Learning Communities to improve student achievement through systemic approaches to data including using early reading behaviours as indicators of reading readiness;
- Improve tier 2 and 3 approaches to literacy particularly in phonological awareness and reading behaviours;
- Applied to and received Jordan's Principle to support Speech and Language Therapy using an online therapy site and increased support assistant positions, and staff Literacy Instructional Coaches in all schools;
- Community engagement activities that promote oral language development; and
- Accessing literacy experts to consult with, and direct the professional growth of all educators specifically in the area of reading instruction, assessment, and intervention.

This consistent approach has yielded positive results in oral language and literacy:

- Teacher Rating of Oral Language and Literacy (TROLL) – over the last 5 years the TCSA has reported significant improvement (in 2016 15% of kindergarten students were in the expected range, by 2021 48% were in the expected range); and
- Reading (measured using Fountas & Pinnell Benchmark Assessments) – over the last 4 years we have seen a growth in the % of students who gain more than one full grade level in reading (2018 - 28.5%, 2019 - 28.6%, 2020 - 14.6%\*, and 2021 - 54%). \*COVID interrupted the final assessment for 2020

In 2020-2021, the TCSA refocused on mathematics instruction:

- Replenishing mathematics resources including manipulatives and supporting resources;

- Coaching teachers in math talks, use of manipulatives, planning, use of resources, and instructional practices;
- Selected and trained PSTs on math programs that support students with complex needs; and
- Collected baseline data on student achievement and growth to drive further decisions around improving student achievement in math.

The TCSA has always prioritized Tłıchǰ 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' project is a partnership with Health and Social Services we were able to hire 8 Elders (or Elders in Training) for the 2020-2021 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 Tłıchǰ History Project and Culture Based Integrated Programming, as well as created a 'Camp Guidebook - Dechı̄nı̄ ts'ò Ts'eedè' to make connections between key cultural experiences on the land and in the classroom; and
- Tłıchǰ 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 Tłıchǰ 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 Tłıchǰ Government, GNWT – Department of Education, and Apple Schools to enrich student experience.

The TCSA continues to be challenged with retention and recruitment of teachers, and to find available, and maintained housing for staff in our communities. In 2020-2021, the TCSA had a higher than normal number of retirements particularly in the area of language and cultural staff; in responses an increased focus is placed on the RILE coaching new language teachers.

# 1. Administration and School Services

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Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

## A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The TCSA was established under the Tłı̨chǫ 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 Tłı̨chǫ people and having the longer term objective of transforming itself into an agency of the Tłı̨chǫ 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 *Tłı̨chǫ Community Services Agency Act*. A copy of this legislation is available in the GNWT website at <http://www.justice.gov.nt.ca/>.

As a result of the Agency delivering the health and social services as well as education programs, it is accountable to the Government of the Northwest Territories Department of Health and Social Services and the Department of Education, Culture and Employment. The deliveries for both health and education programs operate under two different year ends: March 31 and June 30, respectively. The Agency prepares annual audited financial statements for the combined health and education programs as at March 31 for the Government of the Northwest Territories fiscal year end, as well as audited statements solely for the education program year ending June 30.

The Agency, unlike other Education and Health & Social Services authorities in the NWT, has three dimensions, as outlined in Figure 1.

**Figure 1: Three Dimensions of the TCSA**



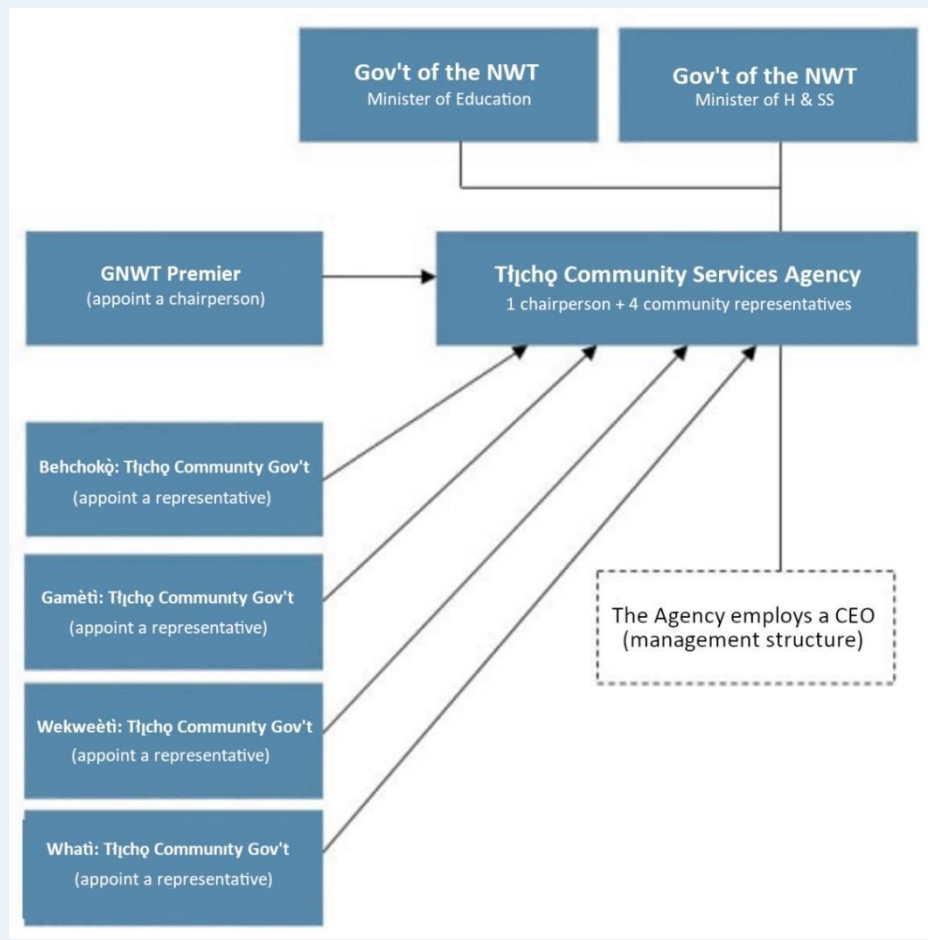
The Agency is governed by a Board made up of four members and a chairperson. The Tłıchǫ Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tłıchǫ Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members may be reappointed for consecutive terms. The TCSA Board meets quarterly throughout the year: additional meetings are scheduled as/when the need arises.

The current TCSA Board members include:

- Chairperson – Ted Blondin
- Behchokó Representative – Janita Estemba
- Whatì Representative – Alex Nitsiza
- Gamètì Representative – Henry Gon
- Wekweètì Representative – Noella Kodzin

The term for the current Chairperson was extended on July 23, 2019. The terms for each of the current TCSA Board members end in the 2020-21 school year.

**Figure 2: Governance Structure of the 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

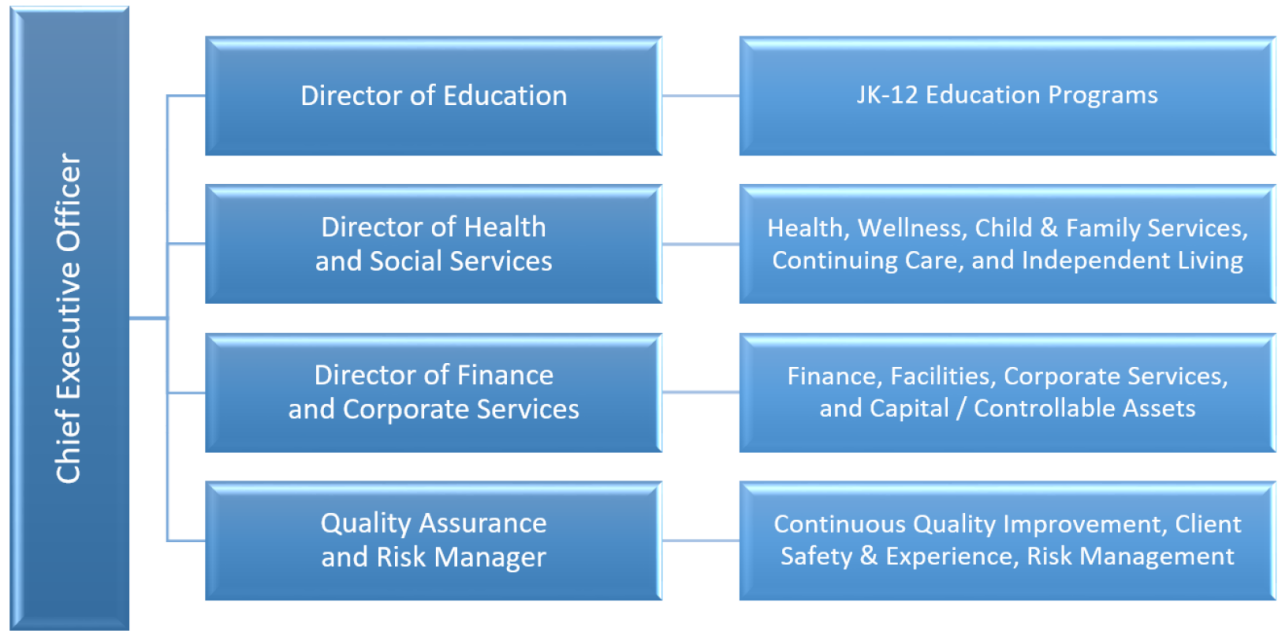
The CEO fulfills legislated roles under GNWT legislation including that of “Deputy Head” for the public service, and “Superintendent” under the Education Act. The Early Childhood and First Nations Social Programs, initially transferred to the TCSA by the Tłıchǫ Government, were returned to the Tłıchǫ Government in 2012 as a step towards self-government.

**B. Functional Organizational Chart**

The following table details the functional organization of the Education Body:

**Tłchq Community Services Agency Functional Organizational Chart**

**Figure 3: Management and Program Function Structure of the Tłchq Community Services Agency**



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

### C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Board Meeting	Director of Education and Quality and Risk Manager	TCSA Board	September 2020, Yellowknife, NT	Yes	Also completed Cultural Safety Training
Board Meeting	External Consultant	TCSA Board	December 2020 Yellowknife, NT	No	HIA, Privacy and Confidentiality Training was provided by the TCSA Quality and Risk Manager
Board Meeting	ECE	TCSA Board	March 2021 Yellowknife, NT	No	Joint consultation meetings with Tlicho Government and Minister of Health
Board Meeting	As Needed	TCSA Board	June 2021 Yellowknife, NT	No	Agenda focused on approving operating plans and budgets

### D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
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September 2020	Yellowknife, NT	Yes	
December 2020	Yellowknife, NT	Yes	
March 2021	Yellowknife, NT	No	Held Feb 2-4, 2021 to align with Tlicho Government meetings
June 2021	Yellowknife, NT	Yes	

### E. School Profiles

The following table details the total number of schools in the District, the expected student headcount for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

<b>Total Number of Schools in District</b>	5	<b>Total Anticipated Student Head Count</b>	920
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School Name	Community	Grades Offered	Programming Highlights
Mezi Community School (MCS)	Whatì	JK – 10	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- Tłıchų language whole school approach</li> <li>- Multi-grade programming</li> <li>- NDL School (2020-21)</li> <li>- Blended learning for HS students in response to COVID-19 and mature students will receive in person tutoring in a different location</li> </ul>
Chief Jimmy Bruneau School (CJBS)	Behchokò	JK – 12	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- NDL School</li> <li>- Tłıchų language whole school approach</li> <li>- Multi-, and split-grade programming</li> <li>- APPLE School</li> <li>- Blended learning for HS students in response to COVID-19 and mature</li> </ul>

			students will receive in person tutoring in a different location
Elizabeth Mackenzie Elementary School (EMES)	Behchokò	JK - 6	<ul style="list-style-type: none"> <li>- Tłıchǰ Immersion (K-2)</li> <li>- Culturally responsive programming</li> <li>- Tłıchǰ language whole school approach</li> <li>- Split-grade programming</li> </ul>
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK - 12	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- Tłıchǰ language whole school approach</li> <li>- Multi- and split- grade programming</li> <li>- NDL School (2020-21 *2<sup>nd</sup> Semester)</li> </ul>
Alexis Arrowmaker School (AAS)	Wekweètì	JK - 12	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- NDL School (2019-20 *2<sup>nd</sup> Semester)</li> <li>- Tłıchǰ language whole school approach</li> <li>- Multi- and split-grade programming</li> </ul>

## F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being home schooled.

The Tłıchǫ Community Services Agency (TCSA) consists of 5 schools with approximately 920 students for the 2020-2021 school year. Our schools house students from JK – 12 and include 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 grade as of September 30, 2019.

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>TCSA Total</b>	<b>49</b>	<b>48</b>	<b>48</b>	<b>40</b>	<b>54</b>	<b>51</b>	<b>62</b>	<b>58</b>	<b>66</b>	<b>44</b>	<b>55</b>	<b>66</b>	<b>58</b>	<b>221</b>

Table 2: Student Supports for Grade 1-9 as of April 2020

Program Type	# of Students
Regular Program	52
Regular Program with Accommodations for Difficulty	135
Modified Program	259
Individual Education Plan	22
<b>Total</b>	<b>468</b>

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, **including any anticipated concerns related to the COVID-19 pandemic.**

There are 87 NWTTA positions staffed within the TCSA including 5 principals (1 teaching principal), 2 vice principals, 6 Indigenous language instructors, 7 program support teachers, classroom teachers (including 2 Tłıchǫ immersion teachers), and 6 regional consultants, in addition to UNW school support staff. The average length of employment for staff is approximately 8.8 years. The turnover rate at the TCSA has been approximately 6-10 teachers (7-11%) each year, with fly-in communities having the most turnover. The TCSA boasts a large population of Indigenous educators (11% or 10 of 87), which has strengthened the cultural and language programming throughout the region.

The TCSA is planning for the succession of Tłıchǫ language instructors. Many of our current language instructors will retire in the next 1-3 years, an effort is underway to recruit Tłıchǫ teachers who may need mentoring to develop their Tłıchǫ language skills. We are looking to secure funding and partner with Tłıchǫ Government to provide for these mentorship opportunities.

Like most regions across Canada the Tłıchǫ is anticipating a teacher shortage. There has been a decrease in applications for classroom positions over the last 5 years. In addition to recruiting challenges, there is an increasing awareness of retention concerns. Specifically, housing has been cited as one of the main reasons for teachers leaving the region and for vacancies. Securing safe, maintained, and available housing remains difficult in all five Tłıchǫ communities.

## 2. Territorial Schools

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Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

## A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p>The governance structures of the Tłıchǵ Community Services Agency (TCSA) are established in the Tłıchǵ Intergovernmental Services Agreement and in GNWT legislation, the Tłıchǵ Community Services Agency Act and associated regulations. The GNWT passed the Tłıchǵ 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 Tłıchǵ communities and on Tłıchǵ 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 Tłıchǵ communities, providing quality integrated programs and services in an effective, efficient, and timely manner, and enabling people to take responsibility for their own health, education, and well-being.</p> <p>The overarching Strategic Plan for the TCSA was published in the TCSA Strategic Plan in 2019.</p> <p>Strategic Plan Priorities:</p> <ol style="list-style-type: none"> <li>1. Deliver Responsive Quality Programs and Services</li> <li>2. Be Innovators in Strengthening Tłıchǵ Identity</li> <li>3. Strengthening Partnerships</li> <li>4. Implementing Operational Sustainability</li> <li>5. Ensuring Integrated Accessible Standards and Services for All</li> </ol> <p>In response to the strategic plan, education has set the following goals and priorities for 2018-22:</p>
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	<ol style="list-style-type: none"> <li>1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǫ people.</li> <li>2. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy through innovative and responsive strategies.</li> <li>3. Wellness and Student Support: Ensure all students have equal opportunity to succeed by adapting programming in response to student centered decision making.</li> <li>4. Lifelong Learning: Developing capable lifelong learners by providing professional development that supports innovative teaching, and quality career focusing.</li> </ol> <p>While the ‘how’ of delivering quality education continues to change during the COVID-19 pandemic, the ‘why’ and the TCSA’s strategic direction does not. We are committed to prioritizing our targets regardless of the delivery model.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Culturally responsive programs and services: 1. Support for Our Language Curriculum Implementation 2. Strengthen ILE teams in every school to support whole school approaches to language.	1. Mentoring for every ILI through onsite planning, modeling, and coaching with the resources and assessments developed to support the OLC. 2. Fully functional ILE teams in every school that develop and enhance the whole school approach to Tłıchǫ language.	1. Partially met 2. Met	1. ECE supported ILI as the RILE was out on extended leave. 5/8 received extended coaching cycles
Reading and Literacy: 1. Oral Language (TROLL) 2. Reading (Fountas and Pinnell) 3. Numeracy (CTBS)	1. TROLL: by Spring 2021, 60% of Kindergarten students at or above the 25 <sup>th</sup> percentile with 25% above the 50 <sup>th</sup> percentile 2. F&P Close the Gap: by spring 2021, 50% of students will close their reading gap by improving more than one grade level. 3. CTBS Close the Gap: by spring 2021, 50% of students will close their numeracy gap by	1. Not met 2. Exceeded 3. Not met	1. Reached 47.7% of students at or above the 25 <sup>th</sup> percentile. The region saw staffing movement at the JK/K level impacting consistency in scoring. 2. Exceeded by 4% 3. 25% of students improved by more than one grade level

	improving more than one grade level.		
Wellness and Student Support 1. Access to Counselling (CYCC/NCTS) 2. Monitoring of SSPs, IEPs, MEPs, and SBSTs. 3. Increase support for IEP and MEP students.	1. Continue participation in the territorial CYCC and NCTS initiative. 2. The RISC will work with PSTs to establish and provide on-going monitoring protocols. 3. Increase access to services that support the delivery of SSP, MEP and IEP goals.	1. Met 2. Met 3. Met	
Lifelong Learning: 1. Purposeful coaching and in-servicing for staff. 2. Quality career path support for students in grades 7-12 3. Increase the capacity to utilize technology across the region.	1. Ensure every staff receives a variety of onsite coaching throughout the year to meet individual needs. 2. To participate in interagency efforts to align career programming. 3. Move to online plat-form and infrastructure upgrades that support teachers.	1. Met 2. Partially met 3. Met	2. A working group was formed however several targets were partially met, some due reprioritization as a result of COVID-19
Areas of Strength for the region	<p><b>Culturally responsive programs and services</b> – School camps were reinvigorated with the use of the Camp Guidebook, which has included better integration between camps, camp staff, teachers, and classrooms. The TCSA is a leader in the NWT in cultural programming through our innovative initiatives including Culture Based Integrated Planning, Tlicho History Project, and the Camp Guidebook.</p> <p><b>Student achievement</b> – Although 2 of 3 targets were not met, gains were made in all areas of student achievement. There has been consistent growth particularly in oral language (TROLL) and reading levels for over 4 years (with 2020-21 having the largest growth).</p> <p><b>Wellness and Student Support</b> – Health and Wellness Elders, which complement the counselling program, ensured that strong traditional knowledge and guidance is present in every school. Schools saw a dramatic increase in access to services such as SLP, OT, and Educational Psychology to ensure that all students receive programming that is individualized and responsive.</p> <p><b>Lifelong Learning</b> – All staff in all communities received training specialized to their roles and to support the operational goals set by the TCSA board. This included Non-Violent Crisis Intervention, self-regulation, trauma informed practices, First Aid and Wilderness First Aid, instructional support for reading, literacy, and mathematics, as well as access to training to improve Tlicho language (OLC, CILLDI, and MAP).</p>		
Areas for Development for the region	<p><b>Culturally responsive programs and services</b> – The TCSA has considerable resources to support this area (both material and human resources) however they are not always used. Working to improve access and integration is key to all staff using the resources at their disposal.</p> <p><b>Student Achievement</b> – The region must continue to focus on literacy to ensure that students meet grade level requirements needed to transition</p>		



	<p>to post-secondary programs. In addition, the TCSA math coach will continue to support teachers to utilize math resources, including manipulatives and interventions to improve in this area.</p> <p><b>Student Wellness</b> – A holistic and community based approach to addressing the results of the Early Development Index (EDI) and Middle Year Development Instrument (MDI) is vital. Most Tlicho youth report that they are vulnerable. Increased supports, programs, and services to address these vulnerabilities require an integrated approach.</p> <p><b>Lifelong learning</b> - Career focused education is a priority for the 2021-2022 school year including improved relationships with Career Advisors from both Tlicho Government and GNWT. The region has moved to the Google platform to increase 21<sup>st</sup> century skills, and continued training is required in technology.</p>
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>Attendance</b> – There has been a significant reduction in attendance due to COVID. Attendance is the number one factor in student achievement. In particular, older students who were unable to attend in person (or choose not to attend the alternative learning sites) resulted in a reduction of graduates. Community and family based strategies are essential to improve attendance in all grades in the 2021-2022 school year. Missing 1 day a week results in being over 2.5 years behind by grade 12. On average Tlicho students have an average attendance rate of 60.4%. For an average student this means that they lose ONE WHOLE YEAR of school each 3 years, and by grade 12 are at least 4 YEARS BEHIND.</p> <p><b>Staffing / Housing</b> – The TCSA had a higher than normal turnover of teachers for 2020-21, combined with the addition of several new positions, the result is a large number of new teachers in the region for 2021-22. There are teacher shortages across the country and we continue to have challenges to staff these and other school positions. Nearly all teaching positions are currently filled for the next school year. Housing has been identified as a major barrier to recruiting and retention. We are working with several teacher programs to have more teacher placements and to provide opportunities to existing staff to get their degrees.</p> <p><b>Quality and Accountability</b> – Each school has a Parent Advisor Committee and we are currently looking to expand and develop these committees. Each school has a School Improvement Plan that parents and community members are welcome to provide feedback and direction on. Each year one school is selected to a review, in 2020-21 MCS review was completed and CJBS has been selected for 2021-22.</p> <p><b>Jordan's Principle</b> – Thanks to support from Jordan's Principle the TCSA will be able to continue to offer: increased services such as SLP/OT/counselling, a tutor at CJBS, alternative high school program at CJBS (transition program), behavioural supports (learning centers), one-on-one supports for many students, continued support for the Indigenous Health and Wellness Elders, and now an increase in the reading interventions we can provide. Jordan Principle funding is scheduled to end in March 2022.</p> <p><b>School Opening Plan 2021-2022 (COVID)</b> – Schools are expected to reopen in August with a 'back to new normal' protocols. All students (including over 19 year olds) will be welcomed back with the continuation of cleaning, masks in common areas, and screening protocols in place.</p>

	There has been a significant reduction in attendance due to COVID. This has impacted all students, in particular the over 19s group who are unable to be at school resulting in low student engagement with their learning. This has resulted in the reduction of graduates.
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## B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b>	<p>All TCSA schools review and adapt their School Improvement Plans annually, under consultation with community, and staff. Each year schools consider previous year's growth, challenges, regional and territorial priorities to create responsive plans. The SIP reflects the regional strategic priorities, which align with territorial initiatives such as Our Languages Curriculum, Indigenizing Education, and Inclusive schooling. Specifically, schools target reading/oral language, Tłıchǫ culture and language, and student wellness. The school improvement process is linked to the school review process.</p> <p>In addition to the SIP planning process the TCSA recognizes the significant time, and effort by all staff, students, and our communities to ensure schools continue to be a safe place for all. During the COVID-19 pandemic this commitment continues. As new recommendations from the OCPHO are made TCSA schools will adjust and implement accordingly.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement	100%	100%	

Plans are developed in consultation with the community.			
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	<p>Principals are regular members of the Community Government meetings and Interagency Community meetings. Along with Parent Advisory Committees, these community meetings serve as an opportunity for principals to have meaningful relationships with parents, community leaders, local governments, and other stakeholders. The collaborative relationships in these settings have ensured community direction in the School Improvement Plans (SIP) and partnerships such as work placements.</p> <p>Literacy is another strength within the region. All staff are committed to and part of the plan to improve literacy at all levels. The region has consistent growth through the use of PLC teams, strengthening instructional practice, using evidence to make decisions, and a committed focus.</p>		
Areas for Development for the region	<p>The TCSA has a strong vision for integrating language and culture programming. However, the region needs to move towards fully integrated, rigorous, and authentic language and culture programming. The TCSA also needs to build up local resources to enhance the language and culture experience.</p> <p>Career and Lifelong Learning continues to be an area in which the TCSA is developing a plan based on emerging evidence. The TCSA favours individualized coaching for staff over common workshops and in-services. This approach has improved teaching and learning in the region. The region continues to look for opportunities to expand career focused programming for students. This is challenging in remote communities with limited employment, and limited post-secondary training.</p>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	<p>Attendance is a significant concern, and barrier to student success. Since the onset of COVID-19 TCSA schools have had a significant reduction in attendance in all grades.</p>		

### C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Annual School Reviews, including any specific information related to the COVID-19 pandemic.</b></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. During the 2019-2020 school year a new 'Annual School Review' process was developed and sections of the process were piloted. TCSA will continue to use and adapt this 'Annual School Review' process moving forward throughout 2020-2021. The TCSA will conduct a school review of each school on a rotating basis (1 school each year), and may review additional schools as necessary. The 2020-21 Annual School Review will include inspections of COVID-19 safety protocols.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	20%	20%	
% 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 annual school review process that was developed in the region was a successful model to determine if the curricular learning outcomes for all students are within or above the range of reasonable expectation. The annual review was a process of continuous growth; thus it was expected that through the annual review cycle schools will review, assess, celebrate, and refocus on targets.		
Areas for Development for the region	To continue to refine the school review process, with a focus on increasing participation from stakeholders such as staff, students, parents, and community leaders.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	The annual review was completed for Mezi Community School in Whati and is available for public review.		

## Staff Evaluations

All education staff are required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth for Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of <b>Staff Evaluations, including any specific information related to the COVID-19 pandemic.</b>	The TCSA encourages a rotational schedule, whereby staff evaluations are provided for: 1) new staff in their first and second year, 2) returning staff every 5 years, and 3) upon request of the teacher or principal. The TCSA follows the process outlined in the <i>Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)</i> and <i>Direction on Principal Growth and Evaluation in the Northwest Territories (2012)</i> in conducting the evaluations. The TCSA does not expect an interruption to these evaluations due to COVID-19, however priority will be placed on completing evaluations for 1 <sup>st</sup> and 2 <sup>nd</sup> year staff.
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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.	31	29	Capacity and extended absence during final portion of evaluation (postponed till next school year)
Number of principals and assistant principals formally evaluated in the school year.	4	3	Capacity and extended absence during final portion of evaluation (postponed till next school year)
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	9	7	Due to staff leave or transfers.
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	The TCSA places a high expectation on managers to complete the NWTTA and UNW evaluations. The evaluations are seen as a key factor in improving programs. Staff's performance goals are tied to operational targets regardless of position held. The TCSA has experienced managers that support new and emerging managers. Staff performance improvement is embedded in the culture of		

	<p>the TCSA. In most cases teachers have been very receptive to the evaluation process.</p> <p>Most new teachers are eager and receptive to continuous coaching throughout the year rather than in-service training or workshops. Regular and spontaneous walkthroughs have been very effective to 'look for' key strategies and school wide expectations.</p>
Areas for Development for the region	<p>Due to a relatively high turnover, and a high number of UNW staff that require annual evaluations there is a considerable workload concern in this area. Education has relatively few managers for the number of staff they oversee. Opportunities to distribute performance evaluations were explored without positive resolution. This is an area that requires territorial level support. Some evaluations have taken considerable time, particularly when significant growth areas were identified.</p>
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

### ***Regional Training and In-Service***

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA dedicates a considerable amount of resources to providing training and in-servicing to our educators. For 2020-21 this includes: a regional conference, one language instructor in-service, two school based culture days, and collaborative STIP time. In addition to these offsite training activities, the TCSA also offers extensive onsite coaching in PLCs, literacy, numeracy, and Indigenizing education. COVID-19 may limit our ability to provide in person coaching, distance and online platforms will be used to ensure personalized training. Administrative days are used to complete administrative tasks not in-servicing or training.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	0	0	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	5	5	
Areas of Strength for the region	A clear strength has been the region's movement towards job embedded, personalized coaching. Feedback from staff, coaches, mentors, and supervisors is the approach works well given the variety of experience staff bring to their positions. For example, support assistants who work directly to support SLP or early childhood receive coaching and workshops that directly support their students' and program's needs. Teachers have a wide range of experience and education in literacy instruction, thus personalized coaching draws on their strengths and supports growth. The region uses evidence from literacy assessments to provide targeted coaching.		
Areas for Development for the region	While the region has improved its systemic approach to literacy, providing consistent instruction to students with such a wide range of needs is challenging given many teachers are inexperienced in early reading instruction. Expertise in foundational oral language, phonological awareness, and early reading instruction must be provided. The TCSA is a small education body with limited capacity to provide this support to an ever changing staff.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Staff turnover has been higher than normal during the pandemic, and we've reduced the in person coaching available; together this has further challenged the region to provide high quality literacy coaching.		

### D. Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contribute d (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.5	1.0		1.0	

\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

The following tables detail the region's role of their Literacy Coordinator, the relevance of the position to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p><b>Regional Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></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 JK-9), as well as, strengthening instruction through Reading in the Disciplines (grades 7-12). This may be replaced with online coaching where in-person coaching is not available due to COVID-19.</p> <p>Should schools need to move towards a blended or learning at home model, literacy will continue to be a priority.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	<p>The TCSA had a strong systemic approach to reading instruction, assessment and intervention. Tier 1 reading instruction (from oral language to reading comprehension) was a priority driven by PLC teams, RTI, coaching and resource purchasing and development. The TCSA has maintained an unwavering focus on using an evidence based approach to strengthen reading instruction. The TCSA continues to embrace the coaching model while introducing new resources purchased to support literacy development within tier 1. Our evidence has indicated that a strong focus on oral language is crucial in JK-2 programs so an Oral Language initiative has been developed in partnership with contract providers to make this a focus for 2021-22 school year.</p>		
Areas for Development for the region	<p>While the region has seen growth in closing the literacy gap there still remains a significant need in the area of literacy. This is an area where teachers and support assistants will continue to require significant investment from the region. Our literacy action plan encompasses not only reading and writing, but precursor skills such as oral language, phonological awareness, and early reading behaviours.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### ***E. Healthy Food for Learning***

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of <b>the Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The Tł̥chq Community Services Agency offers Healthy Food programming in all of our schools. Currently, the programs we offer are:</p> <table border="1" data-bbox="516 661 1287 1052"> <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 2019-20 school year a Healthy Foods Policy was approved by our TCSA board and programs and purchasing has adjusted to reflect the new policy. The TCSA focus for 2020-21 will be to continue to provide healthy foods to our student population as per the Healthy Foods Policy. We also are working with our HSS partners to develop an 'Indigenous Foods in School' policy to increase traditional food available to students.</p> <p>The TCSA has followed the recommendations from the OCPHO in preparation and delivery of food in our schools. We anticipate additional costs associated with these recommendations (ex: individual plating, increased IPAC, serving containers, etc.).</p>	Program Name	Schools Involved	Breakfast programs	All Schools	Drop the Pop	All Schools	Apple Schools	CJBS	Lunch Program	CJBS	Traditional Food Day	All Schools
Program Name	Schools Involved												
Breakfast programs	All Schools												
Drop the Pop	All Schools												
Apple Schools	CJBS												
Lunch Program	CJBS												
Traditional Food Day	All Schools												

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	

% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	The TCSA schools receive a variety of healthy food funding that support breakfast and snack programs for all students.		
Areas for Development for the region	A move towards increasing traditional foods in the schools has been identified as an area for development. This includes the development of an Indigenous Food Policy which is in its draft form.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	High quality healthy food is expensive and often difficult to store in schools without food preparation areas. These areas should be a requirement in future infrastructure projects.		

<b>School Name</b>	<b>Type of food program(s) offered in each school</b> <i>(Breakfast, Lunch, Snack, etc.)</i>	<b>Days per week program is offered in each school</b> <i>(Monday - Friday)</i>	<b>Average number of children / youth served daily</b>	<b>Criteria for participation</b> <i>(Low income, fee, Everyone welcome, etc.)</i>	<b>Was the program delivered as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
MCS	Breakfast Prog. Traditional Food Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	170	Open to all	Yes	
CJBS	Breakfast Prog. Drop the Pop Apple Schools Lunch Program Food Basket (Open Snack)	Monday - Friday	450	Open to all	Yes	Apple school programming was modified to within classroom bubbles
EMES	Breakfast Prog. Traditional Food Day Elizabeth Mackenzie Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	225	Open to all	Yes	
JWGS	Breakfast Prog. Traditional Food Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	56	Open to all	Yes	
AAS	Breakfast Prog. Traditional Food Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	19	Open to all	Yes	
<b>TOTAL</b>	5	5 days/week	920	Open to all	As planned	Due to COVID the delivery model was adjusted

## F. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<p><b>SSI Project Proposal Summary</b></p>	<p>Through our contracted services we continue to train a “guiding coalition” (our regional leadership team), and then have these administrators and teacher-leaders lead the rest of the staff. We will continue with onsite embedded coaching whereby the consultant will continue to coach school staff to build capacity to continue the implementation of Professional Learning Communities to sustain and advance their work in common assessments to improve oral language, reading, and literacy.</p> <p>Through our contracted services with Fountas and Pinnell consultants for the 2020-21 school year 3 of our 5 schools will receive onsite embedded coaching. The coaching focuses on strengthening Tier 1 instruction in reading as well as delivering the reading intervention program. Due to COVID-19 this coaching may be delivered via distance.</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.	25%	49%	The SSI proposal supports the region to implement PLC teams in every school. Some schools have included support staff in these teams (including ILE teams that function as PLCs).
Areas of Strength	<p>The TCSA continues to be dedicated to the work of PLCs teams. Weekly meetings focus on common assessments to improve and strengthen instruction in oral language and literacy.</p> <p>Onsite ‘virtual’ coaching continued with staff to build capacity to continue the implementation of Professional Learning Communities. Our region continues to implement a system-wide approach to improving student achievement with a focus on improving literacy instructional strategies, and assessments.</p>		

	<ul style="list-style-type: none"> <li>- System wide use of Fountas and Pinnell reading assessment, instructional resources, and coaching. The TCSA has purchased additional resources as many teachers are becoming confident in Tier 1 instruction. The schools with less turnover are seeing a greater growth in closing the gap.</li> <li>- Individualized coaching support by consultant for leadership teams, and PLC teams. The consultants often work in a ‘train the trainer’ model to build capacity in the leadership team, as well as with individual or teams of teachers. This has allowed the region to meet the needs of each team. The leadership have become better coaches with a clear vision for the path ahead.</li> <li>- Dedicated resources to improving pre-reading skills (including speech and language supports, phonological awareness, and reading behaviours).</li> </ul>
<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. 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>Most schools have implemented a structure to support a Response to Intervention (RTI) however staff capacity, vacancies, and high needs limit our ability to provide intervention for all students identified.</p> <p>Another area that is a challenge is the constant turnover of staff. As new staff join, schools and teams must revisit school culture, commitment, and purpose before 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 range planning are key systemic structures that support this work. Our SSI proposals are multi-year initiatives; we have laid the foundation with a structure and desire to work as PLC teams, expanded our knowledge by focusing on assessment and instruction, and have developed systemic models of intervention. Our region is committed to the PLC and RTI model to improve student achievement; as such, we will continue to support all educators to sustain their effort, and continually build their instructional practice.</p> <p>We are seeing evidence that a sustained effort to strengthen literacy is working. This year 54% of students gained at least one year’s growth in reading. Teachers are reporting they are using evidence more effectively to guide tier 1 instruction.</p> <p>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.</p>

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Response to Intervention – Tier 1, 2 and 3	September 2020- June 2021	Yes	

## G. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	The TCSA leadership team develops Safe School Plans using collaborative process, due to the high number of students and staff that move regularly between communities and schools. The consistent approach allows school staff to share effective practices, supports new principals, and allows for regional training. As an interagency the TCSA accesses its health resources to support plans to ensure access to regional specific emergency planning.		
Areas for Development for the region	The TCSA continues to develop and improve Personal Emergency Response Plans (PERP) for individual students with complex needs.		
Additional Comments for the region	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. The TCSA has embraced the culture awareness and sensitivity training 'Living Well Together' giving time for staff to complete it during the Regional Conference.		

## H. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help );
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region's approach 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 <b>healthy relationship programming</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of the TCSA strategic goal to improve student health and wellness, each school in the region has developed a unique plan to incorporate healthy relationship curricula that is responsive to the needs of their students. Examples are: Fourth R, WITS, HRPP, Second Step and Social Thinking. In addition to these programs the TCSA has embraced the philosophy of trauma-informed practices, has increased access to counselling services (CYCC and NCTS), and implemented self-regulation strategies.</p> <p>The TCSA uses 'Second Step and Social-Emotional Thinking' to support the Healthy Relationship Programming in JK-6.</p> <p>As students return after the school closure due to COVID-19, all schools have access to resources such as 'social stories' to support the transition back to in-person learning.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)	
% of schools with JK-3 students offering WITS.	0	0		
% of schools with grade 4-6 students offering LEADS.	0	0		
% of schools with grade 7-9 students offering the Fourth R.	4	4		
% of schools with grade 10-11 students offering HRPP.	3	3		



Areas of Strength for the region	The TCSA continues to promote health and wellness in the region with evidence-based bullying programs, teacher training in healthy relationships, trauma-informed professional development, and self-regulation practices. The TCSA also embraces the partnership between counsellors and Wellness Elders working together in supporting mental health and wellness through on the land programming as an extension to what is occurring in the classroom. Second step has been a well-received program as it is easy to use and requires little training.
Areas for Development for the region	With high staff turnover, keeping up training in these areas is challenging. Rather than a variety of programs TCSA schools have aligned to allow for opportunities to share program and training support. The region will continue to develop the Wellness Elder and counsellor partnership.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The Tliche 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.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in (if applicable).	MCS	4 <sup>th</sup> R HRPP+ Second Step K-8 Social Thinking K-12	Yes	
	CJBS	4 <sup>th</sup> R HRPP+ Second Step	Yes	
	EMES	Second Step K-6	Yes	
	JWGS	4 <sup>th</sup> R HRPP+ Second Steps K-6	No	HRPP+ was not offered in high school schedule this year as CALM was not offered
	AAS	4 <sup>th</sup> R Second Step K-6	No	Due to extended vacancies the classes were combined – it was thus practical to apply one program (Second Step)

## I. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

<b>School Name</b>	<b>Language of SL</b> (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłıchǫ)	<b>Type of SL program</b> (core, immersion, intensive)	<b>Grades of SL program</b> (per program type)	<b>% of students enrolled</b> (per program type)	<b>Frequency of SL Program</b> (min/week)	<b>Actual Frequency of SL Program</b> (min/week)	<b>Explanation for difference</b> (if applicable)
MCS	Tłıchǫ	Core	JK-12	100%	35-45 mins/day 175-225 mins/week	175-225 mins/week	
CJBS	Tłıchǫ	Core	JK-12	100%	JK-9: 25 mins/day (125 mins/week) 10-12: 300 mins/ week	150 mins/ week 300 mins/ week	Prioritized schedule to increase Tlıcho language courses
EMES	Tłıchǫ	Core	JK-6	100%	30 mins/4 day 120 mins/week	90 mins/ week plus integrated classes	Offered integrated language programs in CBIP classes (co-taught)
EMES	Tłıchǫ	Immersion	K-2	10%	300 mins/day 1500 mins/ week	1500 mins/ week	
JWGS	Tłıchǫ	Core	JK-12	100%	30 mins/day 150 mins / week	150 mins / week	
AAS	Tłıchǫ	Core	JK-10	100%	30-45 mins /day 150 – 225 mins / week *Whole school language lesson 15 mins / day	150 – 225 mins / week *Whole school language lesson 15 mins / day	

\*Please include a row per school /per language /per type of instruction

### J. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
MCS	\$30,250	In Kind	\$30,250	\$30,250	
CJBS	\$26,250	In Kind	\$26,250	\$26,250	
JWGS	\$31,250	In Kind	\$31,250	\$18,405	JWGS was unable to offer the full NDL as planned, started second semester
AAS	\$33,500	In Kind	\$33,500	\$33,500	
<b>TOTAL</b>	<b>\$121,250</b>	<b>In Kind</b>	<b>\$121,250</b>	<b>\$121,250</b>	

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
MCS	1	1	Local hire	Housing
CJBS	1	1	CUSO	Housing
JWGS	1	1	Local hire	Excellent fit for school hoping to continue next year
AAS	1	1	Local hire	Shared position as staffing was difficult

The following tables detail the region’s to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning (NDL), along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Northern Distance Learning</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>CJBS and MCS were the first schools in the Tłı̨chǫ region to become NDL schools. Dedicated staff, and space have often been challenging to secure for the NDL program. In 2020-21, JWGS and AAS schools are joining the NDL program. The TCSA is encouraged by the success of our NDL students and will continue to expand our delivery of NDL courses throughout the region.</p> <p>The COVID-19 pandemic has illustrated how important online platforms, like NDL, are to the education system in remote communities. Housing, internet, and space in schools are barriers to expanding this program in Tłı̨chǫ communities.</p> <p>The TCSA contributes ‘in kind’ to the NDL program through administrators’ time (ex: CUSO agreements, housing issues, space arrangements, purchasing materials), financial and IT administrative time (ex: reporting, financial record keeping), use of school purchased materials such as textbooks and science equipment, as well as through in kind contributions of housing/travel/IT services.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of eligible high schools offering NDL classes.	100%	100%	
% of NDL course credits acquired within the school year.	100%	45%	20 total courses attempted with 100 possible credits – 45 earned.
% of NDL students passing diploma exams (for NDL courses) written within the school year.	100%	N/A	Diploma exams were not written this year.
Areas of Strength for the region	All eligible TCSA school are now ‘NDL’ schools - this ensures that all Tlı̨chǫ students have the opportunity to take courses that may not otherwise be offered in their schools.		
Areas for Development for the region	TCSA schools are working to better prepare students for an intense academic workload, sustained work		

	outside of class, and required daily attendance in order to increase eligible candidates for the NDL program.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Housing has become incredibly difficult to obtain in all Tlicho communities. To be able to staff the positions typically local hires are required and the salary exceeds the funded amounts. There were also interruptions with COVID that impacted student success.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students taking NDL courses, per school.	MCS	4	1	3 students left NDL due to attendance and performance
	CJBS	10	6	Exceeded NDL capacity for number of students
	JWGS	1	1	
	AAS	2	2	
Number of NDL endpoints actively in use, per school.	MCS	1	1	
	CJBS	2	1	Reduced to 1 endpoint based on need
	JWGS	1	1	
	AAS	1	1	

### 3. Inclusive Schooling

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The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

#### A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for Difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for Difference</b> <i>(if applicable)</i>
1.00	1.0		1.0	

### ***B. Program Support Teachers***

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
MCS	1.34	1.00	Unable to staff a partial position. Limited housing.	1.00	Unable to staff a partial position. Limited housing.
CJBS	3.25	3.00	Unable to staff a partial position. Limited housing.	3.00	Reallocated to another school
EMES	1.84	2.00	High level of complex needs.	2.00	High level of complex needs.
JWGS	1.00	1.00	-	1.00	
AAS	0.50	0.50	-	0.50	
<b>TOTAL</b>	<b>7.93</b>	<b>7.50</b>	See above.	<b>7.50</b>	

### ***C. Support Assistants***

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
MCS	2.49	2.61	Complex Needs	2.61	Reallocations of positions salary to other budgets
CJBS	6.48	6.07	Difficulty staffing part time positions.	6.07	Reallocated to another school
EMES	3.41	5.22	Complex Needs	5.22	Reallocations of positions salary to other budgets
JWGS	0.87	1.74	Complex Needs	1.74	Reallocations of positions salary to other budgets
AAS	0.27	0.87	One full SA position	0.87	Reallocations of positions salary to other budgets
<b>TOTAL</b>	<b>13.53</b>	<b>16.51</b>	<b>Complex Needs</b>	<b>16.51</b>	<b>Reallocations of positions to other budgets</b>



### ***D. Inclusive Schooling - Staff Development***

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$86,193	\$100,000	Priority area to providing PD for teachers in area of literacy	\$93,577	COVID interrupted duty travel for contractors

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

<b>Type of Training</b>	<b>Audience Intended (PSTs / Educators / Support Assistants / Principals)</b>	<b>Planned Topic</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
Onsite coaching	PSTs / Educators	Leveled Literacy Intervention (LLI) and Reading Behaviours	3 sessions planned (Sept. winter, spring) Date: TBD Location: CJBS / EMES/MCS	Yes	
Workshop	PSTs / Educators	SSP writing IEP writing	Dates: TBD Location: YK	Yes	
Workshop	PSTs	Transition Planning	Dates: TBD Location: YK	Yes	
Video conferencing	Support Assistants	SLP Training	2 Thursdays a month. Date will depend on SLP availability	Yes	
Workshop	Support Assistants	SLP Training	2 Thursdays a month alternating with video conferencing	Yes	

Workshop	Support Assistants	OT training SLP training	2 times a year during clinics and when requested	Yes	
Onsite / video conferencing	Support Assistants / PSTs / Educator	Assistive Technology	As needed	Yes	

The following tables detail the region's approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the School Based Support Teams (SBST), the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. To support this priority, the RISC along with a contractor will provide training to PSTs in the development, review, and implementation of SSPs and IEPs. PSTs will then train educators at the school level. This approach will continue as the region makes progress in refining SSPs and IEPs.</p> <p>While additional Inclusive Schooling Professional Development does occur where appropriate, such as the use of class profiles, flexible strategies, MAP sessions, and assistive technology, the TCSA is focusing on training to improve SSPs, IEPs and SBSTs.</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.	As needed	60%	

% 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.	As Needed	10%	Training was provided to individual educators as required to support assistive technology.
Areas of Strength for the region	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. The RISC worked with PSTs and Regional Post-Secondary Coordinator to improve the process of transition planning for students with complex needs. All schools embraced the collaborative approach of Making a Plan (MAPs) to support the programming and transitioning of students with complex needs. Schools are meeting more of the needs of complex students through tier 3 supports such as sensory equipment and specialized programming. All schools created an accessible environment for students with complex needs.		
Areas for Development for the region	The TCSA will continue to build consistency in the process of transitioning planning. Tier 3 and other specialized programming requirements have increased and continue to be in high demand in schools. The TCSA will continue to support PSTs and teachers in understanding how to interpret recommendations made by contract providers. Example: student programming for a specific reading diagnosis.		
Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Due to an increase in the number of students with high complex needs, transience, and poor attendance in our region, support for individual students is constantly shifting.		

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).

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<b>Name of Contractor</b>	<b>Type of Service</b>	<b>Reason for the Service</b>	<b>School(s) impacted by Service</b>	<b>Length of Contract</b>	<b>Total (\$)</b>
Dean Educational and Psychological Consulting	Education Psychology	Class Profiles	EMES, CJBS, MCS, JWGS, AAS	0.5 days	\$800
Positive Behavior Support Inc.	Positive Behavior Support	Complex needs support	CJBS, JWGS	5 days	\$1,050

### ***E. Assistive Technology***

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$81,468	\$33	Subscriptions (Lessonpix)	\$77,998
	\$776.31	Applications (Coughdrop)	
	\$5,476	2 Juno System Tower	
	\$3,036	Shoebox Auditory System	
	\$630	Dyson Cooler	
	\$12,753	Materials to support Tier 3 (OT, Self Reg, Speech. Math, reading, etc.)	
	\$50,000	Materials to support Tier 2 (equipment, desk, chairs, tables, resources, activities, etc.)	
	\$10,802	Administrative Costs (shipping, training fees – ex: LAMPS, duty travel)	

### ***F. Healing and Counselling***

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
TCSA	\$116,260	\$100,000	This funding is directed to the regional level and is distributed as required to meet student needs. The budgeted amount was based on 2019-20 and will change however this is the approved amount in the operating budget.	\$103,183	Additional allocated to support other inclusive expenditures

## G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the School Based Support Team (SBST), Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions of the SSPs and IEPs, teachers will be responsive in creating differentiated instruction.</p> <p>SSPs and IEPs are reviewed with parents at the start of the year, and whenever changes are suggested. Copies are sent home to parents (where in person meetings are not available) in the first report card (if not already shared) for signatures.</p> <p>Making a Plan (MAP) sessions are a vital piece of SSP and IEP programming particularly for students in transition.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance (if applicable)</b>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	15 - 30%	15 - 30%	
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%	60%	Training in this area was provided at the regional conference and thus uptake was higher than expected.

% 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?	1 and more if required	Met	
Number of times per year that the RISC meet with the PSTs in person	4	4	
Areas of Strength for the region	<p>The TCSA uses evidence from the IEP/SSP audit to target improvements in these plans. The TCSA continues to support training in developing SSPs and IEPs that are consistent within the region and specific to the student. The 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. The use of transition plans for those moving into junior high was purposeful this year in addition to a continued focus for those moving into post-secondary programs. Also, there was a focus on transition planning for those children entering school at the JK/K level with the family, school and other service providers for those children with complex needs.</p>		
Areas for Development for the region	<p>While the TCSA improved in the area of transition planning it recognizes more work is required and the RISC will continue to work with PSTs to develop a regional transition template. 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.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>The TCSA was excited to have students participating in the Trades Awareness Program (TAP) with Aurora College. This program represents an opportunity for students with program and post-secondary goals in trades.</p>		



## H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning. Principals will create conditions through the use of flexible instructional strategies to develop learning environments that reflect oral language, literacy and numeracy through embedded onsite coaching, work with PSTs and team planning (MAPS) to ensure a quality career path that supports students throughout their school years.</p> <p>In order to prepare students for the possibility of learning online or in a blended learning environment, flexible instructional strategies in the use of these platforms will be supported.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	70%	70%	
% 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.	65%	65%	
% 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>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 was provided for SAs in the areas of autism, speech and language (SLP), early literacy and numeracy skills, self-regulation (Interoception* Curriculum) and sensory skills and programming. Nonviolent Crisis Intervention (NVCi) was facilitated with a group of SAs.  (*Interoception is understanding the internal state of the body to maintain a regulated state.)</p>		
Areas for Development for the region	<p>Continued territorial and regional support for professional development for teachers and SAs/SNAs to train them on 'best practice' strategies for students with complex needs. For example, ongoing training in: NVCi, implementation of SLP/OT recommendations, behavioural supports, use of sensory space, and self-regulation.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b>	As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved in part by providing wrap-around services for students that are developed in effective SBST meetings. SBSTs have been established in every school. Efficient and collaborative processes will continue to be reinforced in the 2020-21 school year including refining the referral, recording keeping, and procedures associated with the SBST.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers	30%	24%	Strategies were developed to support teachers for small groups of students therefore less time was needed in this area
% of SBST meetings that focus on solving specific problems	50%	70%	Increased assessments for education psychology
% of SBST meetings that address systemic issues in the school	20%	6%	Through addressing specific problems there

			was a decrease with systemic issues
Areas of Strength for the region	All schools have a referral system and allocated time for their SBST meetings. School Based Support Teams accessed territorial resources for additional support when needed (ex: SLP, OT, counselling, and Child Development Team (CDT)). SBST meetings were more targeted and had richer student centered conversations. The TCSA requested that all schools fill out a minute log to record the focus of each meeting which has improved record keeping.		
Areas for Development for the region	Continue to strengthen territorial and community partnerships by inviting partners to the SBST meetings to provide integrated services.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	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 (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MCS	Weekly for 1 hour	Yes	
	CJBS	Weekly for 1 hour	Yes	Often twice weekly due to high referrals
	EMES	Weekly for 1 hour	Yes	
	JWGS	Biweekly for 1 hour	Yes	
	AAS	Biweekly for 1 hour	Yes	

## J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions of the SSPs and IEPs, teachers will be responsible for creating responsive and appropriate support for students. The TCSA has identified the need to improve communication on the distinction and interpretation of program types (SSPs and IEPs) with parents/guardians. During the 2020-2021 school year the region will continue using MAPS sessions bringing a team approach involving family and other agencies to build supports and develop transition planning for students with complex needs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% 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%	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>	100%	100%	
<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 students and parents/guardians, and informed consent forms are signed to allow the student to access services.</p> <p>All schools did a Making a Plan (MAPs) sessions with students on IEPs. This is a collaborative approach that includes community partners, parents, teachers and students 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, Tlcho 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 and expand community partnerships that support these sessions.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

## K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Based on data from the Early Development Instrument (EDI), Middle Year Development Instrument (MDI), speech and language assessments, reading and oral language assessments, and the high number of students on SSPs and IEPs, the demands on the PSTs are extremely high. The complex needs of our students make it difficult to comply with the priority use guidelines. This is due to a large administrative load to develop SSPs and IEPs for a very large percent of our population (75-85%), and coordinate additional student support activities (speech, OT, educational and psychological assessments). The PSTs are also an integral part of the tier 2 and 3 intervention blocks that support student achievement in reading and literacy. As a result, the PSTs are working directly with students more than the recommended 25%.</p> <p>Students with complex needs have additional barriers when schools are required to move to online and blended learning platforms. Should the COVID-19 pandemic response require this change, the TCSA is committed to supporting these families with additional resources.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	50%	30%	Due to the high number of SSP and IEPs, vacancies in staffing, and combined PST roles only 2 PSTs were able to meet the 60% benchmark. Most PSTs reported approximately 30% of their time directly supporting teachers.
% of PSTs meeting the 25% benchmark of their time directly supporting students.	20%	15%	85% of PSTs spent more than 25% of their time directly supporting students. Directly supporting students accounted for approximately 40% of PSTs time.



<p>% of PSTs spending no more than 15% of their time on planning and organizational duties.</p>	<p>20%</p>	<p>15%</p>	<p>85% of PSTs spent more than 15% of their time planning and organizing. This is not expected to change in the future due to the high numbers of students with complex needs requiring PSTs to organize service providers and complete associated documentation (Ed Psych, Behaviour, CDT, SLP/OT clinics, debriefs, consultations, and referrals to support individual programming).</p> <p>There has been an increase in the collaboration process with service providers for students with complex needs entering school that require additional preparation for entry.</p> <p>Administrative duties accounted for approximately 30% of PSTs time.</p>
<p>Areas of Strength for the region</p>	<p>PSTs and teachers did increase the scheduled collaborative coaching time to support teachers with the implementation of recommendations from service providers for individual programming.</p> <p>Due to the high number of students with complex needs PSTs were involved with supporting support assistants with assistive technology.</p> <p>Schools with multiple PST positions took a strength based approach to support student achievement minimizing overlap and allowing PSTs to focus in different areas.</p>		
<p>Areas for Development for the region</p>	<p>Continue to communicate the roles and responsibility of the PST so that all staff become knowledgeable of this role under the Inclusive Schooling Policy.</p> <p>Continued territorial and regional support for professional development for teachers and SAs/SNAs to train them on 'best practice' strategies for students with complex needs.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			



## 4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

### A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
1.0	1.0		1.0	

## B. Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
MCS	1.75	1.0		1.0	
CJBS	4.03	3.0	Staff additional 0.87 SA position to support language and culture programming	3.0	
EMES	2.23	3.0	Tlicho Immersion program Staff 2.61 SA positions to support language and culture programming	3.0	
JWGS	1.00	1.0		1.0	
AAS	0.50	1.0		1.0	
<b>TOTAL</b>	9.51	9.0	Some positions are shared across region to allow for full positions and programming at each school.	9.0	Some positions are shared across region to allow for full positions and programming at each school.

*Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.*

Some regions have indicated difficulty in filling Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	We have accepted several young Tłıchǫ language speakers with experience working in our schools, that require a strong commitment from the TCSA to provide mentorship and coaching. The TCSA regularly supports language instructors to participate in professional development not only provided by the territory and region, but through programs like Canadian Indigenous Language and Literacy Development Institute (CILLDI), Program for the Education of Native Teachers (PENT), and the Mentor-Apprentice Program (MAP). Our Elders in schools (both IHWE and other Elders) are an additional level of support in schools for mentoring these new language instructors.

<p>What plans do you have to recruit and train language teachers in the future?</p>	<p>Continued support for language instructors and school staff to access the above listed programs. Improving the quality of the Tłıchǫ language programs, including offering longer language rich camps to ensure new graduates have strong Tłıchǫ language. Working with partners to encourage university and college programs that prepare a new workforce who are equipped with strong pedagogy and language skills.</p>
<p>What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?</p>	<p>No impact in filling the positions, however as most positions are now filled with new ILI it is difficult to provide training online.</p>

### C. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>3<sup>rd</sup> Party Funding (\$) &amp; Source (If applicable)</b>
MCS	\$36,300	\$36,300	-	\$19,079	Several camps and hires were cancelled due to COVID school closures	
CJBS	\$42,000	\$42,000	-	\$51,188	Increase in materials and supplies for camps	
EMES	\$31,500	\$31,500	-	\$48,212	Increase in contract services to support in class learning	
JWGS	\$31,250	\$31,250	-	\$15,669	Several camps and hires were cancelled due to COVID school closures	
AAS	\$33,500	\$33,500	-	\$18,778	Several camps and hires were cancelled due to COVID	

					school closures	
<b>TOTAL</b>	\$174,550	\$174,550	-	\$152,926	Several camps and hires were cancelled due to COVID school closures	

### ***D. Building the School-Community Relationship***

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for the Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual schools in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of our strategic goals, the TCSA has set a priority to promote Tłıchǫ language, culture, and way of life by contributing to revitalization, maintenance, and promotion of Tłıchǫ 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 Tłıchǫ Aquatic Environmental Monitoring Program (TAEMP) camps, and Ìmbe Program.</p> <p>School facilities are often the location for community events like Tłıchǫ Government meetings at CJBS and the annual Tłıchǫ Gatherings. Tłıchǫ Government Youth Council gathering are also hosted in the schools.</p> <p>In 2020-2021, the TCSA will continue to offer a full time Elder in each school to support mental health and wellness. The Indigenous Health and Wellness program is a joint TCSA Education and Health and Social Services program that was originally started in 2018. It is currently funded by Jordan’s Principle.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with an ILE Committee	100%	100%	
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%	100%	
% of schools hosting community gatherings rooted in local cultures	100%	100%	
Areas of Strength for the region	Tlicho schools are at their heart, community schools. The school acts as the center for recreation, culture, gatherings, and even local government and assemblies. The school works to host events that bring the community into the school through the support of their Parent Advisory Teams. All schools have ILE teams with dedicated time (Collaborative STIP) to work on school action plans. This dedicated time ensures that staff can connect and contribute.		
Areas for Development for the region	The TCSA will continue to provide training for Wellness Elder, Young-Elders in-training, and Elders with their role and responsibilities within the schools. 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.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	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.		

<b>School Specific Performance Indicators</b>	<b>School</b>	<b>School Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency <i>(part-time or full-time)</i>	MCS	Project or event specific	Met	Typically 2 per event
	CJBS	Full-time cultural resource person 2-4 Elders project or event specific	Met	Typically 2-4 per event
	EMES	Consistent Elder participation in our culture/language programming.	Met	Elders are available for all on the land camps as well as consistent participation in classrooms

	JWGS	Part time female/male Wellness Elders 4 days per week focusing on student mental health and wellness	Met	Typically 2 per event
	AAS	Project or event specific	Met	Typically 2 per event
Types of events/ projects involving cultural resource people per grade level	MCS	JK-10: Storytelling, on-the-land camps, celebration days, heritage fair	Met	Heritage Fair projects done in class due to COVID
	CJBS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair	Met	Full-time cultural resource person available for all classes; multiple seasonal camps for all grades including: hide tanning, traditional plants and medicines, canoeing, rabbit snaring, trapping, fishing, coming of age camps. All grades participated.
	EMES	JK-6: Storytelling, on-the-land camps, celebration days, heritage fair	Met	Camps included: cranberry picking and bannock making (all grades) Grade 6: moccasin project Classroom support for CBIP (all grades)
	JWGS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair	Met	Heritage Fair was done at the school level due to COVID
	AAS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair	Met	Storytelling and celebrations
	Type and frequency of school-community cultural	MCS	Authentic Th̄chq seasonal activities and celebration (Alexis Arrowmaker Day)	Met



gatherings (family fun nights, feasts, etc.) offered to build school-community relationships		Annual T̄h̄ch̄q̄ Yati Celebrations		
	CJBS	Authentic T̄h̄ch̄q̄ seasonal activities and celebration (Chief Jimmy Bruneau Day) Annual T̄h̄ch̄q̄ Yati Celebrations	Met	Events with community were restricted due to COVID - however school level events continued in classrooms
	EMES	Authentic T̄h̄ch̄q̄ seasonal activities and celebration (Elizabeth Mackenzie day) Annual T̄h̄ch̄q̄ Yati Celebrations	Partially met (outdoor activities only)	Events with community were restricted due to COVID - however school level events continued in classrooms
	JWGS	Authentic T̄h̄ch̄q̄ seasonal activities and celebration (Jean Wetrade Day) Annual T̄h̄ch̄q̄ Yati Celebrations	Not met	Events within the community were restricted due to COVID.
	AAS	Authentic T̄h̄ch̄q̄ seasonal activities and celebration (Namesake day) Annual T̄h̄ch̄q̄ Yati Celebrations	Met	Events within the community were restricted due to COVID. Vacancies impacted the number of events hosted.
# of ILE Plan goals met, not yet met or still in progress	MCS	9	3/9 Met 4/9 Partially Met 2/9 Not Met	Implementing OLE and whole school approach to language in progress
	CJBS	9	4/9 met 2/9 no met 3/9 partially met	Focused on improving the language programming, CBIP and on the land cultural activities
	EMES	9	6/9 met 1/9 no met 2/9 partially met	Focused on improving implementation on OLC delivery and a whole school approach to language
	JWGS	9	1/9 met 6/9 partially met 2/9 no met	Focused on implementing OLC and whole school approach to language

	AAS	9	7/9 met 2/9 not met	Focused on implementing OLC and whole school approach to language
Type of Indigenous content visible within school within school and % of school used to display content. <i>(E.g. artifacts, Indigenous role models, Elders' wall, etc.)</i>	MCS	Pictures of Elders Indigenous artwork – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)	Met	Elder photos Indigenous Art by local artists Teepee Culturally relevant objects in classroom (kits, CBIP kits, and materials)
	CJBS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birch bark Canoe on display Two outdoor culture cabins Poster and figurehead of namesake	Met	Elder photos Indigenous artwork by local artists and students, Teepee, culturally relevant objects in classrooms such as kits, birch bark canoe on display, two outdoor cabins, poster and figurehead of namesake. Additional projects: Student Northern studies project (mural) Northern animals displayed in classrooms Student mural with local artist to celebrate 100th Anniversary of Treaty 11
	EMES	Pictures of Elders Indigenous artwork – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)	Met	Indigenous Art by local artists Teepee Culturally relevant objects in classroom (kits, CBIP kits, and materials)

		Birch bark Canoe on display Poster with namesake and quote		
	JWGS	Pictures of Elders Indigenous artwork – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birch bark Canoe on display	Met	Indigenous Art by local artists Teepee Culturally relevant objects in classroom (kits, CBIP kits, and materials)
	AAS	Pictures of Elders Indigenous artwork – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)	Met	Indigenous Art by local artists Teepee Culturally relevant objects in classroom (kits, CBIP kits, and materials)
Type of Indigenous content visible within school within school and % of school used to display content. <i>(E.g. artifacts, Indigenous role models, Elders' wall, etc.)</i>	MCS	Pictures of Elders Indigenous artwork – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)	Met	Indigenous Art by local artists Teepee Culturally relevant objects in classroom (kits, CBIP kits, and materials) 30% of school include Indigenous content displayed
	CJBS	Pictures of Elders Indigenous artwork – by local	In Senior High and Elementary hallways	40% of school include Indigenous content displayed

		<p>artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birch bark Canoe on display Two outdoor culture cabins Poster and figurehead of namesake</p>		
	EMES	<p>Pictures of Elders Indigenous artwork – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birch bark Canoe on display Poster with namesake and quote</p>	<p>In library Throughout the school in various locations classrooms Front foyer</p>	25%
	JWGS	<p>Pictures of Elders Indigenous artwork – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birch bark Canoe on display</p>	<p>Front foyer Classrooms</p>	25%

	AAS	<p>Pictures of Elders          Indigenous artwork – by local artists and students          Teepee          Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)</p>	<p>Front foyer          classrooms          Office area</p>	<p>25%</p>
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### ***E. Strengthening Training for Northern Educators***

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>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>As of 2019 all teachers have received Residential Schools Awareness training, all new teachers receive this training at both the N2N conference and the TCSA offers this training every other year for all new staff. In 2020-21, the TCSA is offering a half-day session on ‘Steps to Reconciliation’ via distance in response to the COVID-19 pandemic.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	All new staff participate in territorial training every year at N2N Regional training in alternating	Completed at orientation	All staff began the “Living Well Together” training

	years: 2020-21 Steps to Reconciliation		
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	Staff have embraced the 'Living Well Together' modules. 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 theme in leadership, school based, and community communications and meetings. The TCSA has continued to develop resources to ensure that all staff have access to approved Indigenous content for their programs of study.		
Areas for Development for the region	The 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, Tlicho Government, and health to be culturally responsive.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	There is a high need to develop strong relationships between staff, parents and community. With a high level of turnover anticipated due to the pandemic, finding effective ways to train new staff, and ensure their familiarity with resources continues to be a challenge.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	MCS	100% staff; winter camp skill development	Met	
	CJBS	100% staff; winter camp skill development	Met	
	EMES	100% staff; winter camp skill development	Met	
	JWGS	100% staff; winter camp skill development	Met	
	AAS	100% staff; winter camp skill development	Met	
	Regional	All staff participate in either 'Steps to	Met	

		Reconciliation' or a Tłıchǫ language lesson/activity		
Number of local resource people and type of involvement in Cultural Orientation activities.	MCS	Elders, camp helpers, youth, and leaders ~2-3	Met	
	CJBS	Elders, camp helpers, youth, and leaders ~4-5	Met	
	EMES	Elders, camp helpers, youth, and leaders ~4-5	Met	
	JWGS	Elders, camp helpers, youth, and leaders ~2-4	Not met	School staff were used in lieu of additional hires
	AAS	Elders, camp helpers, youth, and leaders ~2-4	Met	



## ***F. Employing a Whole School Approach to Language Use***

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)</p>	<p>To honour Tłıchǵ Yatı (language), Dǵ Nàowo (Culture) and Gonàowok’e (Our Way of Life) Tłıchǵ language will be promoted throughout the school every day. A whole school will be used to highlight Tłıchǵ key phrases and words.</p> <p>The Tłıchǵ region has a long and rich history of offering innovative and unique language programming including the Tłıchǵ immersion, cultural programming, barren land hunts, Tłıchǵ family language supports, numerous resources (Tłıchǵ books, songs, posters, videos, alphabet charts, chants), and development of extensive kits to support families and schools. In the strategic plan, the TCSA has prioritized continuing to contribute to revitalization, maintenance and promotion of Tłıchǵ culture and language through whole school approaches to Tłıchǵ Yatı. This includes daily morning greetings, O’ Canada and prayers in Tłıchǵ, songs, and Tłıchǵ words/phrases throughout school routines. This whole school approach to language supports reconciliation and honours the valuable gifts of language and culture.</p> <p>Tłıchǵ customs are also promoted by including “Feeding of the Fire” at the beginning of the school year and at other important events. All teachers are supported to understand and promote these customs through initiatives like Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǵ History Project, and Dene Kede.</p> <p>The TCSA is committed to offering cultural programming including camps upon returning to school in the fall in line with the OCPHO’s recommendations to provide on the land learning.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Tlicho language is spoken often in Tlicho schools, on the playgrounds, in staff rooms, and in conversations with parents. Encouraging all language speakers to take risks in developing their language has increased the oral language in Tlicho schools. Strong partnerships with Elders, Tlicho Government divisions, and mentorship opportunities have encouraged even beginning speakers to speak up.		
Areas for Development for the region	With the retirement of several key staff the TCSA will need to look at contracts to support the future development of Tlicho resources and translations.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	COVID protocols have prevented family and mixed group activities that promote Tlicho language such as family literacy and games nights, special projects, and speaking celebrations.		

<b>School Specific Performance Indicators</b>	<b>School</b>	<b>School Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	MCS	All staff participate in Tlicho language lessons Immersion Camp Pictures of Elders Handmade crafts displayed Bilingual signage Use of regional developed Tlicho language resources (books, songs, posters) to increase language in all classrooms.	Met	

		Elders are used to support whole school approach		
	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 Use of regional developed Tłıchǫ language resources (books, songs, posters) to increase language in all classrooms. Elders are used to support whole school approach	Partially met	Focused on reinvigorating cultural activities; Tlıcho teachers working on improving classroom instruction
	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 Use of regional developed Tłıchǫ language resources (books, songs, posters) to increase language in all classrooms. Elders are used to support whole school approach	Met	
	JWGS	100% of school participate in Tłıchǫ morning prayers and O'Canada Pictures of Elders	Met	

		<p>Handmade crafts displayed (ex: wolverine, canoe)          Bilingual signage          Use of regional developed Tłıchǫ language resources (books, songs, posters) to increase language in all classrooms.          Elders are used to support whole school approach</p>		
	<p>AAS</p>	<p>100% of school participate in Tłıchǫ morning prayers and O'Canada          Pictures of Elders          Handmade crafts displayed          Signage          Use of regional developed Tłıchǫ language resources (books, songs, posters) to increase language in all classrooms.          Elders are used to support whole school approach</p>	<p>Met</p>	

### G. Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, <b>including any specific information related to the COVID-19 pandemic.</b> (required 2021)</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǵ Culture and Language through the Tłıchǵ History project, seasonal camps, language revitalization projects, Tłıchǵ dictionary, and TRC initiatives. These support Tłıchǵ world view, ways of knowing, doing, being, and believing. 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 Tłıchǵ region on delivering expert Indigenized education. We have a long history of supporting indigenized approaches that embrace the holistic, spiral, relational, and experiential nature of education. As the Indigenous approach asks us to embrace all of these practices we do not prioritize one over the other. We encourage every staff to build their own knowledge using developed resources, experts from the community, and collaborative approaches to develop their learning practices. The TCSA is committed to providing opportunities for educators to embrace Indigenous history at local, regional and national levels to explore the history and impact of colonization.</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"> <li>- Experiential opportunities that integrate the land, the people, the traditional knowledge and language;</li> <li>-Holistic approaches founded in the Dene Kede teachings</li> </ul>
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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"> <li>-spiral teaching and learning practices that give students the opportunity to revisit curriculum and material; and</li> <li>-founded in relationships between all school staff, community members, elders, and students.</li> </ul> <p>To support new staff collaboratively designed initiatives such as Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǫ History Project, Indigenous Health and Wellness Elders, and numerous resources dedicated to camps and Tłıchǫ language development offer a foundation on which to build their capacity to deliver Indigenized approaches to educations.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference (if applicable)</b>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	The region has a significant amount of resources to support Indigenized approaches including both human and material resources. As teachers are 'ready' coaching, support, and/or resources are ready to help them. The Camp Guidebook has increased the experiential practices in the region through better coordination between classrooms and camps, however can still be increased in classrooms.		
Areas for Development for the region	Many new teachers have little experience with Indigenized teaching practices and many of our long serving and local staff have much to offer. Attempting to train everyone at the same time on the same topic have not been successful; but the TCSA has identified the opportunity for greater partnerships, co-teaching, and mentorships as a model for future training.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. <i>(e.g. holistic, relational, spiral and experiential)</i>	MCS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. Indigenous Health and Wellness Elder.	Met	
	CJBS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. 2 Indigenous Health and Wellness Elder. Full time Culture Instructor to support camps/classrooms.	Met	
	EMES	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. 2 Indigenous Health and Wellness Elder. Full time Culture Instructor to support camps/classrooms.	Met	
	JWGS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. Indigenous Health and Wellness Elder.	Met	
	AAS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. Indigenous Health and Wellness Elder.	Met	

Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	MCS	CBIP Camp Guidebook Tłıchǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps	Partially met	Speaking celebrations were cancelled due to Covid-19 restrictions
	CJBS	CBIP Camp Guidebook Tłıchǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps	Partially met	Speaking celebrations were cancelled due to Covid-19 restrictions
	EMES	CBIP Camp Guidebook Tłıchǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps	Partially met	Speaking celebrations were cancelled due to Covid-19 restrictions
	JWGS	CBIP Camp Guidebook Tłıchǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps	Partially met	Speaking celebrations were cancelled due to Covid-19 restrictions
	AAS	CBIP Camp Guidebook Tłıchǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps	Partially met	Speaking celebrations were cancelled due to Covid-19 restrictions



## H. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through "Strong Like Two People" as a way of life and vision statement for TCSA schools. The mission is integrated into all subjects and grades, including a graduation designation that honours students who demonstrate through coursework a dedication to becoming "Strong Like Two People". This content is founded in the Dene Kede curriculum and the Our Languages Curriculum, and supported by regionally developed resources including CBIP, Tłıchǫ History, Traditional games, and numerous Tłıchǫ language books.</p> <p>As previously indicated the TCSA already takes an Indigenized approach to Indigenizing content for curricula and programming. There are no school level targets as all schools aim to work towards spiral, holistic, relational, and experiential approaches. While this looks different for new versus veteran teachers, high school versus elementary teachers, or Indigenous versus non-Indigenous teachers, we expect all teachers to actively Indigenize their practice.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	The TCSA boasts many teachers, support assistants, culture assistants and coordinators that are fluent in Tłıchǫ Yati (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. In 2020-2021 the TCSA Camp Guidebook was implemented with success; higher integration of camps and classrooms was achieved. Camps were reinvigorated with a strong sense of purpose and clarity for all staff.
Areas for Development for the region	Training and in-service for local staff to empower them to share their Tłıchʼo language and culture with others. Experiential approaches are strongly implemented on the land however could be improved in classrooms.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	MCS	Regional Conference Session Personalized coaching	Met	PST support has increased
	CJBS	Regional Conference Session Personalized coaching	Met	School wide culture projects undertaken (sewing - beaver mitts)
	EMES	Regional Conference Session Personalized coaching	Met	
	JWGS	Regional Conference Session Personalized coaching	Met	
	AAS	Regional Conference Session Personalized coaching	Met	Strong use of regionally developed content
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in		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, Tłıchʼo language, strong culture camp connections, and by	Met - 100%	

<p>instruction and other resources as required.</p>		<p>working collaboratively with school and community. Grade K-9 are required to participate in heritage fair project that often link to DK (and are spiral, holistic, experiential, and relational in nature).</p>		
	<p>CJBS</p>	<p>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, Tłchq language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair project that often link to DK (and are spiral, holistic, experiential, and relational in nature).</p>	<p>Met - 100%</p>	<p>Collaborative teaching encouraged between classroom, ILI, and Elders Improved experiential opportunities due to Camp Guidebook and camp planning (more students participating in hands on activities)</p>
	<p>EMES</p>	<p>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, Tłchq language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair projects that often link to DK (and are spiral, holistic, experiential, and relational in nature).</p>	<p>Met - 100%</p>	<p>Improved experiential opportunities due to Camp Guidebook and camp planning (more students participating in hands on activities)</p>
	<p>JWGS</p>	<p>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, Tłchq language, strong culture</p>	<p>Met - 100%</p>	

		camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair projects that often link to DK (and are spiral, holistic, experiential, and relational in nature).		
	AAS	100% teachers are expected to integrate DK into their lessons as a component of their long range plan, by including not just outcomes from DK but the Philosophy and Rationale, Tłıchǫ language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair projects that often link to DK (and are spiral, holistic, experiential, and relational in nature).	Met - 100%	
Type of <b>classroom based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	TCSA	Regionally supported classroom materials: <ul style="list-style-type: none"> <li>- Tlıcho History Project</li> <li>- Culture Based Integrated Planning</li> <li>- Camp Guidebook</li> <li>- Circle of Life (books)</li> <li>- Locally developed posters, songs, books</li> </ul>	Met	

## I. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region's approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic application of cultural and language values and traditions.</p> <p>Examples of key cultural experiences are feasts, feeding of the fire, traditional food preparation, puberty camps, and traditional arts and crafts. Each year the TCSA hosts a regional conference that orients all staff to the Tłıchǫ region. Past cultural orientation days have included authentic activities such as canoeing tours, traditional craft demonstrations, tours of sites of local importance, traditional food and medicine, Dene games, introduction to local artists and writers, and dancing. In 2019-20, the TCSA developed a Camp Guidebook to better prepare all staff to collaboratively offer activity rich on the land learning based in the Dene Kede with clear links to classrooms, curriculum, and Indigenous Education. The guide includes pre/during/post activities to be done on the land or in the classroom, roles and responsibilities of all participating staff, as well as traditional knowledge and legends.</p> <p>Students are given multiple opportunities to learn on the land; at least 3 seasonal camps per school (some overnight), exchange programs, rites of passage camps, camps provided by community partners (TAEMP, and ɪmbe), and activities for culture based programming.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	

Areas of Strength for the region	Cultural programming is one of the strengths across the Tlicho region. Camps are regular, and integrated into core programming through the use of regionally developed programs and resources. Camps are not 'add ons' rather fully integrated into the classroom course work through CBIP, and the Camp Guidebook.
Areas for Development for the region	Partnership with local governments and stakeholders continue to be of growing importance. The TCSA values the partnerships with Tlicho Government and Community Government and is working to build upon these partnerships.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The need to provide training for certifications and 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.) is costly and time consuming.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b> , by grade level, and % of Indigenous language included in experience.	MCS	Camps – 2 times a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language	Partially met	Two camps were cancelled due to school closures and staff vacancies.
	CJBS	Camps – 3 times a year Outdoor education – weekly CBIP activities with on the land links – weekly	Exceeded	Additional camps and programs were offered than planned including hide, fish, rabbit, muskrat, leadership, drumming, hand-games, and sewing.

		100% include Indigenous language		
	EMES	Camps – 3 times a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language	Met	Focused on ‘staying in language’ while at camp has increased Indigenous Language at camps.
	JWGS	Camps – 1 time a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language	Partially met	Two camps were cancelled due to school closures and staff extended leaves.
	AAS	Camps – 2 time a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language	Met	

Type and frequency of relevant and authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.	MCS	CBIP – daily Tłıchǵ History Project – daily 100% include Indigenous language	Met	
	CJBS	CBIP – daily Tłıchǵ History Project – daily 100% include Indigenous language	Met	CBIP program is a regular part of grade 1-9 programming. All CBIP classes have support from classroom assistants who speak Tlıcho
	EMES	CBIP – daily Tłıchǵ History Project – daily 100% include Indigenous language	Met	CBIP program is a regular part of grade 1-9 programming. All CBIP classes have support from classroom assistants who speak Tlıcho
	JWGS	CBIP – daily Tłıchǵ History Project – daily 100% include Indigenous language	Met	
	AAS	CBIP – daily Tłıchǵ History Project – daily 100% include Indigenous language	Met	
% of Key Cultural Experiences that	MCS	100%	Partially met	Due to COVID visitors were limited



involve community members who are not a part of regular school staff, including type of responsibilities or duties.		Duties are outlined in the Camp Guidebook		
	CJBS	100% Duties are outlined in the Camp Guidebook	Met	Due to COVID visitors were limited. Strong use of school staff (custodians, relief cultural staff, bus drivers, SA, etc. to support programs)
	EMES	100% Duties are outlined in the Camp Guidebook	Partially met	Due to COVID visitors were limited. Use of new relief cultural workers to provide consistency in camps (and have required certifications).
	JWGS	100% Duties are outlined in the Camp Guidebook	Partially met	Due to COVID visitors were limited
	AAS	100% Duties are outlined in the Camp Guidebook	Partially met	Due to COVID visitors were limited

## J. Strengthening Indigenous Language Instruction

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of the TCSA strategic plan, the TCSA prioritizes our role in contributing to the revitalization, maintenance, and promotion of Tłıchǫ Language and Culture. Targets are set to mentor every Indigenous Language Instructor (ILI), and for every school to have a fully functioning ILE team that develops and enhances the whole school approach to Tłıchǫ language.</p> <p>The region has developed extensive resources to support language instruction in all classrooms. Every school actively promotes culture and language rich instruction, heritage fairs, and culturally integrated classrooms. Other resources include books, posters, artifacts, and culture kits created to support Dene Kede units. Literacy resources are being digitized and moved into libraries to allow for greater access.</p> <p>Regional coordinators, and school based Elders provide mentorship and support instruction as required. Often this includes not only language development but support for unit and lesson planning, differentiating for student needs, and in class resource development. As the Tlıcho immersion program continues to grow additional classroom resources are supported for those immersion programs. There is a strong need for qualified Tlıcho speaking teachers to take over for existing immersion teachers who are nearing retirement.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(If applicable)</i>
% of schools offering core language programming using OLC	100%	100%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100%	62.5%	Provided largely by ECE coaching due to extended leave of RILE. Peer coaching increased with successful support for new ILI
Number of staff receiving training and support for development of Indigenous language resources.	12	Partially met - 8 of 12	ILI received coaching to develop classroom level resources.
Areas of Strength for the region	Many materials and resources have been developed by the TCSA over the years. Many books had been shared with families outside NWT in support of TCSA's Child and Family Services.		
Areas for Development for the region	The TCSA plans to increase awareness of the resources through coaching and digitalization. There is a need to align the vast materials and resources to OLC and High School LDCs and put inventory on the TCSA website to make it accessible. This project has been identified for 2021-2022 as a special project to ensure resources are not lost and more locally developed resources are used.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### ***K. Community Support***

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Whatì	\$17,908					
Behchokò (Edzo)	\$23,620					
Behchokò (Rae)	\$17,399					
Gamètì	\$14,600					
Wekweètì	\$14,104					
<b>TOTAL</b>	<b>\$87,630</b>	<b>\$49,439</b>	Under budget to staff full time culture and language support staff.	<b>\$17,400</b>	Special projects – CJBS hide and beaver mitts, first aid training for culture staff to be trained	RILE on leave reduced training and duty travel

## L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	As part of the TCSA strategic plan, the TCSA will contribute to revitalization, maintenance and promotion of Tłıchǵ Culture and Language through language instruction, heritage fairs, and culturally integrated classrooms. TLC houses extensive resources that support Tłıchǵ language instruction, heritage fairs, and culturally integrated classrooms. Other resources include books, posters, artifacts, Camp Guidebook, and culture kits created to support Dene Kede units. These resources are being digitized and moved into libraries for greater access.
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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	Kits, digitalization (increased access) of books, and one song were completed.
Number of staff receiving training and support for development of Indigenous language resources.	12	Partially met - 8 of 12	ILI received coaching to develop classroom level resources.
Areas of Strength for the region	Many materials and resources have been developed by the TCSA over the years. Many books had been shared with families outside NWT in support of TCSA's Child and Family Services.		
Areas for Development for the region	The TCSA plans to increase awareness of the resources through coaching and digitalization. There is a need to align the vast materials and resources to OLC and High School LDCs and put inventory on the TCSA website to make it accessible. This project has been identified for 2021-2022 as a special project to ensure resources are not lost and more locally developed resources are used.		
Additional Comments for the region			

## Appendix A: Operating Plan - Operating Budget

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### Department of Education, Culture & Employment Council/District Approved 2020-2021 Budget

#### Tlicho Community Services Agency Statement of Operations Annual Budget - Consolidated

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Projected Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contributions	17,482,236	17,109,542	17,482,237
Indigenous Languages Contributions			119,850
ECE Other Contributions	140,000	147,000	
<b>Sub-Total ECE</b>	<b>17,622,236</b>	<b>17,256,542</b>	<b>17,602,087</b>
GNWT Other Contributions	125,200	131,500	91,181
<b>Total GNWT</b>	<b>17,747,436</b>	<b>17,388,042</b>	<b>17,693,268</b>
<b>Federal Government Jordan's Principle</b>	<b>5,263,070</b>	<b>1,819,850</b>	<b>1,009,197</b>
<b>Federal Government Other Property Tax Requisitioned Other Education Bodies Education Body Generated Funds</b>			
Rentals			
School Fees			
Investment Income	30,000	30,000	52,096
Donations			
Other	168,906	203,000	357,564
<b>Total Generated Funds</b>	<b>198,906</b>	<b>233,000</b>	<b>409,660</b>
<b>TOTAL REVENUES</b>	<b>23,209,412</b>	<b>19,440,892</b>	<b>19,112,125</b>

**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 Projected Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contributions	17,482,236	17,109,542	17,482,237
Indigenous Languages Contributions		0	119,850
French Language Contributions		0	
ECE Other Contributions	140,000	147,000	
<b>Sub-Total ECE</b>	<b>17,622,236</b>	<b>17,256,542</b>	<b>17,602,087</b>
GNWT Other Contributions	125,200	131,500	91,181
<b>Total GNWT</b>	<b>17,747,436</b>	<b>17,388,042</b>	<b>17,693,268</b>
<b>Federal Government Jordan's Principle</b>	<b>5,263,070</b>	<b>1,819,850</b>	<b>1,009,197</b>
<b>Federal Government Other</b>			
<b>Property Tax Requisitioned</b>			
<b>Other Education Bodies</b>			
<b>Education Body Generated Funds</b>			
Rentals			
School Fees			
Investment Income	30,000	30,000	52,096
Donations			
Other	168,906	203,000	357,564
<b>Total Generated Funds</b>	<b>198,906</b>	<b>233,000</b>	<b>409,660</b>
<b>TOTAL REVENUES</b>	<b>23,209,412</b>	<b>19,440,892</b>	<b>19,112,125</b>
<b><u>EXPENSES</u></b>			
Administration (see Schedule 2)	1,357,675	1,389,922	1,397,962
School Programs (see Schedule 2)	16,840,444	13,071,665	12,897,917
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	3,272,123	3,366,341	3,161,995
Indigenous Languages and Education (see Schedules 2 & 4)	2,171,696	2,056,598	1,892,561
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other			
<b>Sub-Total Expenses Before Amortization</b>	<b>23,641,938</b>	<b>19,884,526</b>	<b>19,350,435</b>
Amortization (see Schedule 6)	40,000	40,000	
<b>TOTAL EXPENSES</b>	<b>23,681,938</b>	<b>19,924,526</b>	<b>19,350,435</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-472,526</b>	<b>-483,634</b>	<b>-238,310</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN *</b>	<b>810,928</b>	<b>1,049,238</b>	<b>1,049,238</b>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE *</b>	<b>338,402</b>	<b>565,604</b>	<b>810,928</b>

\*Not required for YK1 and YCS - See Schedule 6

**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
<b>SALARIES</b>							
Teachers' Salaries		8,749,646					8,749,646
Regional Coordinators (RISC/RILE)					370,181		370,181
Program Support Teachers				1,169,973			1,169,973
Wellness Counsellors							0
Support Assistants		2,686,859		1,620,076	436,624		4,743,559
Indigenous Language Instruction					1,024,655		1,024,655
Cultural Resource Staff							0
Elders in Schools							0
Non Instructional Staff	1,014,175	2,262,478		167,074			3,443,727
Board/Trustee Honoraria	40,000						40,000
<b>EMPLOYEE BENEFITS</b>							
Employee Benefits/Allowances		150,000					150,000
Leave And Termination Benefits							0
<b>STAFF DEVELOPMENT (Including Travel)</b>							
	27,000	38,500		6,000	14,000		85,500
<b>SERVICES PURCHASED/CONTRACTED</b>							
Professional/Technical Services							0
Postage/Communication	32,200	85,096			1,000		118,296
Utilities							0
Heating							0
Electricity							0
Water/Sewage							0
Travel	74,500	25,500		27,000	26,000		153,000
Student Transportation (Busing)		602,620					602,620
Advertising/Printing/Publishing							0
Maintenance/Repair	2,500	71,850			6,000		80,350
Rentals/Leases	6,000	43,700			4,000		53,700
Other Contracted Services	138,000	1,180,760		160,000	96,000		1,574,760
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Assistive Technology							0
Materials	21,500	914,335		120,500	192,736		1,249,071
Freight	1,800	29,100		1,500	500		32,900
<b>DEBT SERVICE</b>							
							0
<b>OTHER</b>							
							0
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>							
	1,357,675	16,840,444	0	3,272,123	2,171,696	0	23,641,938
<b>AMORTIZATION</b>							
							0
<b>TOTAL</b>							
	1,357,675	16,840,444	0	3,272,123	2,171,696	0	23,641,938



**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Divisional Education Council/District Education Authority  
Inclusive Schooling - (Schedule 3)  
Annual Budget**

	<b>General Inclusive Schooling</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b><u>SALARIES</u></b>			
Regional Coordinators	167,074		<b>167,074</b>
Program Support Teachers	1,169,973		<b>1,169,973</b>
Wellness Counsellors			<b>0</b>
Support Assistants	1,620,076		<b>1,620,076</b>
<b><u>EMPLOYEE BENEFITS</u></b>			
Employee Benefits/Allowances			<b>0</b>
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>			
	33,000		<b>33,000</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>			
Professional/Technical Services			<b>0</b>
Student Transportation (Busing)*			<b>0</b>
Other Contracted Services	160,000		<b>160,000</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>			
Assistive Technology			<b>0</b>
Materials	120,500		<b>120,500</b>
Freight	1,500		<b>1,500</b>
<b>TOTAL</b>	<b>3,272,123</b>	<b>0</b>	<b>3,272,123</b>

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Divisional Education Council/District Education Authority  
Indigenous Languages and Education - (Schedule 4)  
Annual Budget**

	<b>Indigenous Education</b>	<b>Our Languages Curriculum Resource Development (TLC's)</b>	<b>Community Support</b>	<b>Total</b>
<b><u>SALARIES</u></b>				
Regional ILE Coordinators			370,181	<b>370,181</b>
Indigenous Language Instruction	1,461,279			<b>1,461,279</b>
Cultural Resource Staff				<b>0</b>
Elders in Schools				<b>0</b>
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances				<b>0</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Services				<b>0</b>
Travel	16,000		14,000	<b>30,000</b>
Student Transportation (Busing)*				<b>0</b>
Advertising/Printing/Publishing				<b>0</b>
Rentals/Leases	10,000			<b>10,000</b>
Other Contracted Services	61,000	25,000	21,000	<b>107,000</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials	87,550	91,247	13,939	<b>192,736</b>
Freight			500	<b>500</b>
<b>TOTAL</b>	<b>1,635,829</b>	<b>116,247</b>	<b>419,620</b>	<b>2,171,696</b>

# 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>
<b>Administration Staff</b>	6.50
<b>Territorial Schools:</b>	
Teachers	52.00
Consultants	3.00
Classroom Assistants	
Secretaries	4.54
Custodians	9.13
School Community Counsellors	1.00
<b>Other - Specify</b>	
Bussing Staff	4.50
Kitchen Staff	1.87
Library Clerk	1.97
Jordan's Principal (Coord)	1.00
Jordan's Principal (Literacy Coach)	6.00
Jordan's Principal (Behavioural Interventionists)	3.00
Jordan's Principal (EA / SNA)	27.84
<b>Inclusive Schooling:</b>	
Regional Coordinator	1.00
Program Support Teachers	8.43
Wellness Counsellors	
Support Assistants	16.51
<b>Other - Specify</b>	
<b>Indigenous Languages and Education:</b>	
Regional Coordinator	2.00
Indigenous Languages Instruction Staff	12.35
<b>Other - Specify</b>	
<b>Total Person Years</b>	<u><u>162.64</u></u>

**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**

	<b>2020-2021 Budget</b>	
<b><u>TOTAL ACCUMULATED SURPLUS OPEN</u></b>	810,928	<b>810,928</b>
<b>Opening Balance Investment in Tangible Capital Assets</b>	360,000	
Less : Amortization (enter negative)	-40,000	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
<b>Closing Balance Investment in Tangible Capital Assets</b>	320,000	
<b>Opening Balance LED Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance LED Reserve</b>	0	
<b><u>TOTAL ACCUMULATED SURPLUS CLOSING</u></b>		<b>540,757</b>
<b><u>ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY</u></b>	220,757	220,757
<b>REPRESENTED BY:</b>		
<b>Opening Balance Operating Surplus</b>	653,283	
Plus : Annual Surplus (enter positive) or	0	
Less : Annual Deficit (enter negative)	-472,526	
Amortization	40,000	
Capital acquisitions	0	
Debenture principal repayment	0	
<b>Plus : Transfer from Investment In Capital Assets</b>	40,000	
<b>Plus : Transfer from (to) Decentralized Accumulated Surplus</b>	0	
<b>Plus : Transfer from (to) Capital Fund Reserve</b>	0	
<b>Plus : Transfer from (to) LED Reserve</b>	0	
<b>Closing Balance Operating Surplus</b>	220,757	220,757
<b>Opening Balance Decentralized Surplus</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Decentralized Surplus</b>	0	0
<b>Opening Balance Capital Fund Reserve</b>	0	
Transfer from (to) operating fund surplus	0	
<b>Closing Balance Capital Fund Reserve</b>	0	0

**EXPENSES**

Administration	1,357,675	1,389,922	1,397,962
School Programs	16,840,444	13,071,665	12,897,917
Operations and maintenance			
Inclusive Schooling	3,272,123	3,366,341	3,161,995
Indigenous Languages and Education)	2,171,696	2,056,598	1,892,561
Student/Staff Accommodations			
Debt Service			
Other			
<b>Sub-Total Expenses Before Amortization</b>	<b>23,641,938</b>	<b>19,884,526</b>	<b>19,350,435</b>
Amortization	40,000	40,000	
<b>TOTAL EXPENSES</b>	<b>23,681,938</b>	<b>19,924,526</b>	<b>19,350,435</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>(472,526)</b>	<b>(483,634)</b>	<b>(238,310)</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN *</b>	<b><u>810,928</u></b>	<b><u>1,049,238</u></b>	<b><u>1,049,238</u></b>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE *</b>	<b><u>338,402</u></b>	<b><u>565,604</u></b>	<b><u>810,928</u></b>

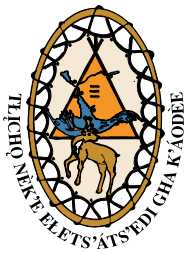
**Tlicho Community Services Agency  
Education Division  
Behchoko, NT**

**Non-Consolidated Report on Revenues and Expenses  
and Accumulated Surplus  
For the Year Ended June 30, 2021**

**Tlicho Community Services Agency  
Education Division  
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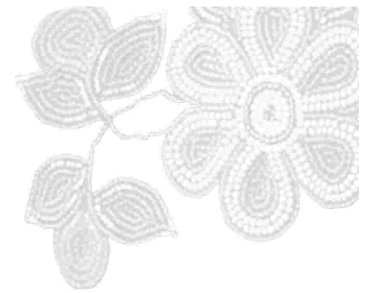
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## Management Discussion and Analysis

June 30, 2021



### Introduction

The Tłı̨chǫ Community Services Agency (TCSA) 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 Tłı̨chǫ people and having the longer term objective of transforming itself into an agency of the Tłı̨chǫ Government.

Secondly, the Agency is the only one in the Northwest Territories to deliver both the health and social services as well as the education programs under one entity.

The advantage of the TCSA model is it has the ability to effectively integrate the delivery of the health and education programs, especially when it comes to early childhood development.

The Agency's mission statement "Strong Like Two People" was developed to ensure that the TCSA is committed to the development of a continuum of care that will return control of education, health and social programs and services to the people of our communities, support them in the task of strengthening their families, promote the knowledge and skills they need to survive today and model the values they need to live in harmony with their families, our communities and our land.

The TCSA serves a population of approximately four thousand people (4,000) in the communities of Behchoko, Whati, Gameti and Wekweeti. The TCSA delivers its education programs through five schools from kindergarten to grade 12. In fiscal 2020-2021, we had 915 students enrolled in school.

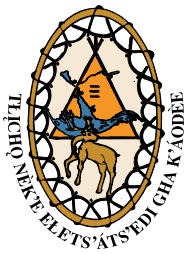
As a result of the Agency delivering both the health and education programs, it also is accountable to both the Government of the Northwest Territories departments of health and education, which have two different fiscal year ends. The Agency prepares annual audited financial statements for health and education as at March 31 which is the Government of the Northwest Territories fiscal year end, as well as these audited reports for the department of education's fiscal year ending June 30.

### Operating Environment

The Agency faces many challenges. Society is changing, our workforce is changing, so to ensure our children and youth have everything they need to become productive, self-sufficient, and successful members of society our schools must change as well: we must teach students how to think, how to analyze, and how to solve problems. In the Northwest Territories, and within the Tłı̨chǫ region, teachers are changing how they teach, principals are changing how they lead, and school boards are changing the nature and depth of their involvement so that our schools are fully supported in affecting positive changes in developing 21<sup>st</sup> century leaders.

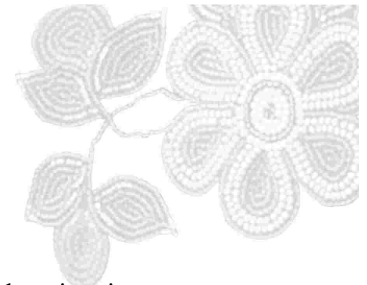






## Management Discussion and Analysis

June 30, 2021



COVID-19 has also created new challenges to the TCSA. Specifically, providing online learning in remote communities without technological infrastructure (e.g. less than 40% of families have some access to internet) while maintaining quality instruction has proven extremely difficult.

Staff retention and recruiting is now a critical issue for the agency; national teacher shortages, qualified support staff shortages, staff housing availability and quality, increases in retirements during the 2020-21 school year, difficulty retaining staff due to COVID travel restrictions, as well as HR demands on limited management positions.

The major challenge is to bring students up to education levels equal to or exceeding national standards across Canada. This will take time, resources and a strategic plan to achieve. The TCSA continues with its plan, and has established specific measurable goals and objectives to reach its targets.

*These goals can be summarized under the four main pillars of education in the Tłı̨chǫ region.*

- 1. Student Achievement: Supporting high quality instruction, interventions, and training for oral language, reading, and mathematics.*
- 2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.*
- 3. Lifelong Learning: Developing capable lifelong learners.*
- 4. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłı̨chǫ people.*

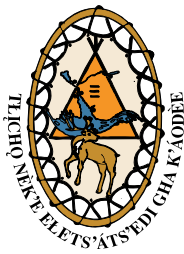
### Financial Condition

The School Operations of the Agency are on a solid footing. Education funding for the Agency is based on a formula, with enrollment numbers each year being the key driver.

The annual budgeted education revenue for the fiscal 2020-2021 was \$ 23,209,412 budgeted expenses were \$23,681,936 and the budgeted deficit was \$ 472,524. The reason for the budgeted deficit is related to the department of education's policy on surplus retention. The department's proposed policy is that any operating surplus in excess of 7 % of the year's total revenue will be returned to the department. As of June 30, 2021, the Agency had an operating surplus in education of \$ 454,884 thereby increasing the accumulated operating surplus to \$1,405,717. As a result, although we have not spent in accordance with our planned budget, we have met our target for the fiscal year 2020-2021 – the ending accumulated operating surplus is at 5.9% of the total revenue.

The Agency has a dedicated workforce of approximately 184 employees in the delivery of school programs, and administers numerous contracted services providers in the region. Salaries and benefits are the key cost drivers for education, and represent over 85 % of total expenditures.





## Management Discussion and Analysis

June 30, 2021



Education programs are delivered under the main categories of territorial schools, aboriginal languages, inclusive schooling and infrastructure services. Each school principal is responsible for managing his/her expenditures. Schools that do not spend their entire budget can carry forward their surpluses, and schools who overspend must repay the deficits to the Agency.

### Summary

In fiscal 2020-2021, the TCSA celebrated the graduation of 8 students obtaining their grade 12.

We will continue to work with the Government of the Northwest Territories and the Tłı̨chǫ Government on improving education results by following our strategic plan and the four pillars of education.

We have the capable people in place who are both strong in their culture and prepared for a changing economic landscape. Like in the rest of Canada, a new economy is emerging that demands workers with “21<sup>st</sup> century skills.” This means high school graduates who have the knowledge, skills, and abilities to think critically, to problem-solve and to communicate effectively. At the foundation of each of these skills is the ability to read and write effectively. Reading is the most crucial skill for success in school and throughout life.

---

Kevin Armstrong  
Chief Executive Officer  
Tłı̨chǫ Community Service Agency  
September 28, 2021



**To the Minister of Education, Culture and Employment  
Government of the Northwest Territories**

**Management Responsibility for Financial Reporting with respect to the school year ended June 30, 2021**

The Management Discussion & Analysis, Non-Consolidated report on Revenues and Expenses and Accumulated Surplus, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the Agency in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; those duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Tlicho Community Services Agency – Education Division have been conducted within the statutory powers of the Education Authority. The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, FAM, FAMEA, *Human Resources Manual*, Ministerial Directives and the policies of the Education Authority. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

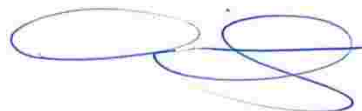
Management hereby asserts that EPR Yellowknife Accounting Professional Corporation have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture and Employment of the Government of the Northwest Territories.

**Approved and confirmed on behalf of the Tlicho Community Services Agency**



**Kevin Armstrong, Chief Executive Officer  
Tlicho Community Services Agency**



**Mary Jane Wedzin, Manager of Financial Services**



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ACCOUNTING**  
PROFESSIONAL CORPORATION

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## INDEPENDENT AUDITOR'S REPORT

### To the Minister of Education, Culture and Employment Government of the Northwest Territories

#### *Qualified Opinion*

We have audited the Non-Consolidated Report on Revenues and Expenses and Accumulated Surplus of the Tliche Community Services Agency – Education Division, and a summary of significant accounting policies and other explanatory information (together “the financial statement”) for the year ended June 30, 2021.

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion section of our report, the accompanying Non-Consolidated Report on Revenues and Expenses and Accumulated Surplus present fairly, in all material respects, the results of operations for the year ended June 30, 2021 in accordance with Canadian Public Sector Accounting Standards.

#### *Basis for Qualified Opinion*

The GNWT is responsible for the calculation and distribution of the salaries and wages that appear on the statement of operations, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT was accurately reflected in the Agency’s records.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Agency in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### *Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Agency’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Agency or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Agency’s financial reporting process.

#### *Auditor’s Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

## INDEPENDENT AUDITOR'S REPORT, continued

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Agency's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Agency's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Agency to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

### *Report on Other Legal and Regulatory Requirements*

We further report, in accordance with the Financial Administration Act, in our opinion, proper books of account have been kept by the Tlicho Community Services Agency, the non-consolidated financial statement is in agreement therewith and the transactions that have come under our notice have, in all significant respects, been within the statutory powers of the Agency.

### *Other Matters*

Our audit was conducted for the purposes of forming an opinion of the non-consolidated financial statement of Tlicho Community Services Agency – Education Division, taken as a whole. The supplementary information included on Schedules 1 to 20 is presented for purposes of additional information and is not a required part of the non-consolidated financial statement. Such supplementary information has been subjected to the auditing procedures only to the extent necessary to express an opinion on the audit of the non-consolidated financial statement taken as a whole.

*EPR Yellowknife Accounting Prof. Corp.*

Yellowknife, NWT  
Sept 28, 2021

*EPR Yellowknife Accounting Professional Corporation*  
Chartered Professional Accountants

**Tlicho Community Services Agency  
Education Division  
Statement of Operations  
For the year ended June 30, 2021**

	<b>Unaudited 2021 Budget</b>	<b>2021 Actual</b>	<b>2020 Actual</b>
<b>Operating Fund - Revenue</b>			
Government of the Northwest Territories			
ECE Regular Contributions	\$ 17,482,236	\$ 17,829,888	\$ 17,482,237
ECE Other Contributions	140,000	1,369,146	183,190
Total ECE (Note 9)	<u>17,622,236</u>	<u>19,199,034</u>	<u>17,665,427</u>
GNWT Other Contributions (Note 10)	125,200	119,471	96,248
Total GNWT	<u>17,747,436</u>	<u>19,318,505</u>	<u>17,761,675</u>
Government of Canada - Jordan's Principle	<u>5,263,070</u>	<u>4,309,794</u>	<u>1,286,027</u>
Generated Funds			
Investment Income	30,000	25,508	51,833
Other (Note 11)	168,906	332,958	386,611
Total Generated Funds	<u>198,906</u>	<u>358,466</u>	<u>438,444</u>
<b>Total Revenue</b>	<b><u>23,209,412</u></b>	<b><u>23,986,765</u></b>	<b><u>19,486,146</u></b>
<b>Operating Fund - Expenses</b>			
Aboriginal Language/Cultural Programs (Schedule 2)	2,171,696	2,182,724	1,883,825
Administration	1,357,674	1,066,758	1,259,517
Inclusive Schooling (Schedule 3)	3,272,123	3,281,313	3,204,037
School Programs	11,619,577	12,634,727	11,611,755
Amortization	56,565	56,565	56,565
Jordan's Principle	5,204,301	4,309,794	1,286,027
<b>Total Expenses (Note 15)</b>	<b><u>23,681,936</u></b>	<b><u>23,531,881</u></b>	<b><u>19,301,726</u></b>
<b>Operating Surplus/(Deficit)</b>	<b><u>\$ (472,524)</u></b>	<b><u>\$ 454,884</u></b>	<b><u>\$ 184,420</u></b>
<b>Opening Accumulated Surplus</b>	<b><u>1,233,658</u></b>	<b><u>1,233,658</u></b>	<b><u>1,049,238</u></b>
<b>Closing Accumulated Surplus</b>	<b><u>\$ 761,134</u></b>	<b><u>\$ 1,688,542</u></b>	<b><u>\$ 1,233,658</u></b>
Amortization	113,130	113,130	56,565
Capital acquisitions	(395,955)	(395,955)	(395,955)
<b>Closing Operating Accumulated Surplus</b>	<b><u>\$ 478,309</u></b>	<b><u>\$ 1,405,717</u></b>	<b><u>\$ 894,268</u></b>

Approved



Chief Executive Officer



Chairperson

See the accompanying notes and schedules

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**1. Nature of Organization**

The Tlicho Community Services Agency (TCSA) was established under the *Tlicho Government Act* by order of the Minister dated August 4, 2005. Its purpose is to administer and maintain the standards of Health and Educational programs defined under the respective Acts in the Member communities of the Tlicho Region.

The agency was formally the Dogrib Community Services Agency and all assets and liabilities of the DCSB were transferred to the TCSA effective August 4, 2005.

Member communities have formed Community Services Authorities (CSA) which have assumed responsibility to provide sufficient educational programs within their respective communities of Behchoko, Gameti, Wekweeti and Whati. The financial report includes the accounts of the Tlicho Community Services Agency - Education Division (TCSA), and the five schools of the CSA's including Chief Jimmy Bruneau School, Elizabeth Mackenzie Elementary School, Mezi Community School, Jean Wetrade Gameti School, and Alexis Arrowmaker School. All inter-entity balances have been eliminated.

**2. Significant Accounting Policies**

**a) Basis of Accounting**

This financial report has been prepared in accordance to Canadian public sector accounting standards relevant to the report of revenue and expenses. The financial report has, in management's opinion, been properly prepared within reasonable limits of materiality. Requirements of the *Education Act* are also taken into consideration in preparation of the statement and related notes. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

**b) Non-Consolidated Report**

This report includes only the revenue and expenses of TCSA - Education Division. Asset, Liability and Equity balances of the organization are not reflected herein. The operations of Health and Social Services are not included in these reports and as such are non-consolidated.

**c) Capital Assets**

All buildings and works, furniture, equipment and vehicles valued in excess of \$50,000 and purchased with the GNWT capital funds are the property of the GNWT. The Minister grants to the Agency full occupancy and use of such facilities and equipment required for the administration and delivery of the education programs within the division. Capital assets with a value of less than \$50,000 are recorded as a current expenditure. Capital assets with a value in excess of \$50,000 provided by the GNWT at no cost are reported at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Other capital assets with a value in excess of \$50,000 are reported at cost and amortized at the following rates:

Class and Rate: Mobile and Heavy Equipment (School Buses): 7-15 years

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**2. Significant Accounting Policies (cont'd)**

**d) Budget Data**

The *Education Act* of the NWT requires that the Agency prepare an annual budget as outlined in Sections 128 and 129.

The priorities and funding allocations are determined by the Agency and the budget is then legally adopted by a motion of the Agency in accordance with Section 135 (3) of the *Education Act*.

Agency approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by sections 117(2)(k), (l) and (m) of the *Education Act*.

This annual budget includes estimates of revenues, expenses and the net operating surplus/(deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Agency.

The budget may be amended within a given fiscal year in accordance with Agency policy, regulations and approved budget procedures. The budget data presented in the non-consolidated statement reflects the Minister approved budget for the school year.

**e) Measurement Uncertainty**

The preparation of these non-consolidated financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of revenue and expenses during the period. Actual results could differ from these estimates. Accounts subject to measurement uncertainty are post-employment benefits determined by the actuary.

**f) Revenue Recognition**

Government Transfers:

Revenues are recognized in the period in which the transactions or events occur that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital assets are recognized as acquired or built.



**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**2. Significant Accounting Policies (cont'd)**

**g) Revenue Recognition (cont'd)**

**GNWT - Regular Contributions:**

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Education Body retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

**Other Contributions:**

The Agency follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

**g) Deferred Revenue**

Deferred Revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenditures are incurred.

**h) Investment Income**

Investment income is recognized when received or receivable, if the amount can be reasonably estimated

**i) Payroll Liabilities**

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30<sup>th</sup> which provides for continued payment during the summer. GNWT Payroll for NWTTA starts with the annualised salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

The duties and compensation base for UNW School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Education Authority determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff is accrued to include earnings to June 30.

**j) Post-Employment Benefits, Compensated Absences, and Termination Benefits**

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

**Tlcho Community Services Agency**  
**Education Division**  
**Notes to the Non-Consolidated Report on Revenues and Expenses**  
**For the Year Ended June 30, 2021**

**2. Significant Accounting Policies (cont'd)**

**k) Expenses**

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expenses. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

**l) Financial Instruments**

The Agency classifies its financial instruments at cost or amortized cost. The Agency's accounting policy for this financial instrument category is as follows:

Financial instruments held at cost or amortized cost includes cash, accounts receivable, accounts payable and accrued liabilities, payroll liabilities and deferred revenues. They are initially recorded at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instruments.

Write-downs on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the write-down being recognized in the statement of operations.

**3. Future Accounting Changes and Adoption of New Accounting Standards**

**Future Accounting Changes**

**Financial Instruments**

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 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 consolidated financial statements is currently being assessed.

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**4. Tangible Capital Assets**

	<b>Cost</b>	<b>Accumulated Amortization</b>	<b>Net Book Value 2021</b>	<b>Net Book Value 2020</b>
School Buses	\$ 569,273	\$ 286,448	\$ 282,825	\$ 339,390

The Agency has purchased buses from operating fund provided by the ECE. These vehicles are being amortized over a straight-line basis over 7 years.

**5. GNWT Assets Provided at No Cost**

	<b>Cost</b>	<b>Accumulated Amortization</b>	<b>Net Book Value 2021</b>	<b>Net Book Value 2020</b>
Alexis Arrowmaker School	\$ 2,412,271	\$ 1,535,858	\$ 876,413	\$ 945,617
Chief Jimmy Bruneau School	9,459,123	8,635,106	824,017	935,975
Elizabeth MacKenzie School	5,637,997	3,999,925	1,638,072	1,817,230
Jean Wetrade School	10,360,806	4,403,592	5,957,214	6,285,119
Mezi School	6,310,511	5,383,323	927,188	1,040,585
Lease Improvement - Nishi Khon	190,000	190,000	-	-
<b>Total</b>	<b>\$ 34,370,708</b>	<b>\$ 24,147,804</b>	<b>\$ 10,222,904</b>	<b>\$ 11,024,526</b>

**6. Post-Employment Benefits, Compensated Absences and Termination Benefits**

In addition to pension benefits the Agency provides severance (resignation and retirement), removal and compensated absences (sick, special, parental and maternity leave) benefits to its employees. The benefits plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefits obligation.

Severance benefits are paid to Board employees based on the type of termination (resignation vs. retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to, employee or dependant illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the the expected utilization methodology.

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**6. Post-Employment Benefits, Compensated Absences and Termination Benefits (cont'd)**

**Valuation results**

The actuarial valuation was completed as at March 31, 2021. 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, 2021. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>2021</b>	<b>2020</b>
<b>Changes in Obligation</b>				
Accrued Benefit Obligation Beginning of Year	\$ 672,768	\$ 202,415	\$ 875,183	\$ 1,041,171
Current Period Benefit Cost	49,854	20,573	70,427	65,455
Interest Accrued	18,382	5,681	24,063	33,423
Benefits Payments	(232,540)	(122,337)	(354,877)	(63,278)
Plan Amendment	-	-	-	-
Actuarial (Gain)/Loss	112,626	81,591	194,217	(201,588)
<b>Accrued Benefit Obligation End of Year</b>	<b>621,090</b>	<b>187,923</b>	<b>809,013</b>	<b>875,183</b>
Unamortized Net Actuarial Gain	286,279	(85,487)	200,792	490,846
<b>Net Future Obligation</b>	<b>907,369</b>	<b>102,436</b>	<b>1,009,805</b>	<b>1,366,029</b>
Other Employee Future Benefits	-	-	-	-
Other Compensated Absences	-	-	-	-
<b>Total Employee Future Benefits and Compensated Absences</b>	<b>\$ 907,369</b>	<b>\$ 102,436</b>	<b>\$ 1,009,805</b>	<b>\$ 1,366,029</b>

**Benefits Expense**

Current Period Benefit Cost	\$ 49,854	\$ 20,573	\$ 70,427	\$ 65,455
Interest Accrued	18,382	5,681	24,063	33,423
Plan Amendments	-	-	-	-
Amortization of Actuarial Gains	(90,781)	(5,056)	(95,837)	(71,549)
	<b>\$ (22,545)</b>	<b>\$ 21,198</b>	<b>\$ (1,347)</b>	<b>\$ 27,329</b>

The discount rate used to determine the accrued benefits obligation is an average of 3.30%. No inflation rate was applied.

The expected payments for the next five fiscal years are:

	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>Total</b>
2022	\$ 76,827	\$ 21,322	\$ 98,149
2023	60,317	16,837	77,154
2024	60,810	15,482	76,292
2025	63,751	15,917	79,668
2026	68,761	16,639	85,400
	<b>\$ 330,466</b>	<b>\$ 86,197</b>	<b>\$ 416,663</b>

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**7. Contributions Repayable**

Nil Report

**8. Deferred Revenue**

	<u>2021</u>	<u>2020</u>
Ekati Cultural Programs	\$ 16,570	\$ 43,913
Breakfast Club	43,491	10,156
On the Land Collaborative	16,134	45,626
Food First Foundation	21,345	-
Jordan's Principle	1,778,053	954,218
Drop the Pop	-	1,250
Indigenous Health & Wellness Elders	51,405	109,881
Active After School	26,731	14,164
Take A Kid Trapping	8,000	13,538
Health & Wellness Curriculum Pilot Support	-	13,250
PC Children Charity Snack	-	900
Other	14,036	12,761
	<u>\$ 1,975,765</u>	<u>\$ 1,219,657</u>

**9. ECE Revenue**

	<u>Budget 2021</u>	<u>2021</u>	<u>2020</u>
Territorial Schools	\$ 12,008,347	\$ 12,220,043	\$ 12,008,348
Inclusive Schooling	2,845,916	2,917,046	2,845,916
Admin. and School Service	960,688	980,445	960,688
Indigenous Languages & Culture	1,667,285	1,712,354	1,667,285
	<u>17,482,236</u>	<u>17,829,888</u>	<u>17,482,237</u>
Teaching and Learning Centres	-	-	-
Public Library	140,000	115,903	126,690
Self-Regulation	-	7,000	-
Northern Distance Learning	-	108,405	56,500
Health & Wellness Curriculum Pilot Program	-	7,400	-
Covid-19 Support	-	1,130,438	-
	<u>140,000</u>	<u>1,369,146</u>	<u>183,190</u>
	<u>\$ 17,622,236</u>	<u>\$ 19,199,034</u>	<u>\$ 17,665,427</u>

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**10. GNWT Other Revenue/Contribution**

		<b>Budget</b>		
		<b>2021</b>	<b>2021</b>	<b>2020</b>
GNWT - Health and Social Services	Drop the Pop	\$ 9,950	\$ 11,250	\$ 8,700
GNWT - Industry, Tourism & Investment	Harvesting/Trapping	40,000	45,538	26,462
GNWT - Municipal and Community Affairs	Active After School/Youth	75,250	62,683	61,086
		<b>\$ 125,200</b>	<b>\$ 119,471</b>	<b>\$ 96,248</b>

**11. Other Revenue**

		<b>Budget</b>		
		<b>2021</b>	<b>2021</b>	<b>2020</b>
BHP/Dominion Diamond Ekati Corp.		\$ 125,000	\$ 27,343	\$ 148,228
APPLE School		24,906	28,386	75,326
PC Children Charity Snack		19,000	22,325	18,100
Food First Foundation		-	32,755	29,150
NWTTA - Student Success Initiatives		-	60,630	13,160
Tide Canada Culture (On the Land Collaborative)		-	39,492	10,721
Tlicho Government - Indigenous Health/Wellness Elders		-	88,476	65,119
Breakfast Club		-	14,915	10,434
Miscellaneous		-	18,636	16,373
		<b>\$ 168,906</b>	<b>\$ 332,958</b>	<b>\$ 386,611</b>

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**12. Related Party Transactions**

The Agency is related, in terms of common ownership, to all GNWT created departments, agencies and corporations. The Agency enters into transactions with these entities in the normal course of operations. The Agency is provided with various administrative services by the GNWT, the value of which is not reflected in this non-consolidated financial statement. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by Public Works and Services. Transactions with related parties not disclosed elsewhere in the non-consolidated financial statement is disclosed in this note if applicable.

	<b>2021</b>	<b>2020</b>
<b>Revenue From Related Parties:</b>		
Government of Northwest Territories		
Department of Education, Culture & Employment	\$ 19,199,034	\$ 17,665,427
Department of Health and Social Services	11,250	8,700
Department of Industry, Tourism & Investment	45,538	26,462
Department of Municipal and Community Affairs	62,683	61,086
<b>Expense from Related Parties</b>	-	-
<b>Accounts Payable to Related Parties</b>		
Department of Education, Culture & Employment	820,285	-
Department of Finance (Payroll Liabilities)	4,037,985	2,049,703
<b>Accounts Receivable from Related Parties</b>		
Government of Northwest Territories		
Department of Education, Culture & Employment	\$ 78,156	\$ 124,364

**13. Budget Amounts**

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Agency.

The annual budget includes estimates of revenue and expenses. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Agency.

The budget figures presented are those approved by the Minister of Education, Culture and Employment and have not been audited.

**Tlicho Community Services Agency  
Education Division  
Notes to the Non-Consolidated Report on Revenues and Expenses  
For the Year Ended June 30, 2021**

**14. Economic Dependence**

The Tlicho Community Services Agency - Education Division receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Tlicho Community Services Agency - Education Division operations would be significantly affected.

**15. Expense By Object**

	<u>2021</u>	<u>2020</u>
Compensation	\$ 20,133,554	\$ 15,906,294
Other	3,341,762	3,338,867
Amortization	56,565	56,565
	<u>                    </u>	<u>                    </u>
Total	<u>\$ 23,531,881</u>	<u>\$ 19,301,726</u>



**Tlicho Community Services Agency**  
**Education Division**  
**Notes to the Non-Consolidated Report on Revenues and Expenses**  
**For the Year Ended June 30, 2021**

**16. Financial Instruments**

The Agency is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risk from the Agency's financial instruments by type of risk is provided below:

(i) Credit risk

Credit risk is the risk of financial loss to the Agency if a debtor fails to make payments of interest and principal when due. The Agency is exposed to this risk relating to its, cash, special purpose funds, trust assets and accounts receivable.

The Agency holds its cash, special purpose funds and trust assets deposits in trust accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation.

Accounts receivable are due from various governments, government agencies, corporations and individuals. Credit risk related to accounts receivable is mitigated by internal controls as well policies and oversight over arrears for ultimate collection. Management has determined that a portion of accounts receivable are impaired based on specific identification as well as age of receivables.

(ii) Concentration of credit risk

Concentration of credit risk is the risk that a customer(s) has a significant portion (more than ten percent) of the total accounts receivable balance and thus there is a higher risk to the Agency in the event of a default. The Agency does have concentration risk. At June 30, 2021, receivables from the GNWT and related parties accounted for 50% of the total outstanding accounts receivables. The Agency reduces this risk by monitoring overdue balances.

The Agency also has concentration risk of credit risk as deposits are held in one Canadian chartered bank.

(iii) Liquidity Risk

Liquidity risk is the risk that the Agency will not be able to meet all cash outflow obligations as they come due. The Agency mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

**Tlicho Community Services Agency  
Education Division  
Schedule of Expenses  
For the Year Ended June 30, 2021**

	<b>Aboriginal Language</b>	<b>Administration</b>	<b>Inclusive Schooling</b>	<b>School Programs</b>	<b>Jordan's Principle</b>	<b>Total</b>
<b>Salaries</b>						
Teachers	\$ 1,353,289	\$ -	\$ 1,197,330	\$ 7,554,177	\$ -	\$ 10,104,796
Instructional Asst.	281,407	-	1,572,038	156,992	2,168,327	4,178,764
Non-Instructional Staff	411,057	763,244	181,709	2,373,576	1,246,137	4,975,723
Board Honoraria	-	18,317	-	-	-	18,317
<b>Employee Benefits</b>						
Benefits/Allowance	-	-	-	349,239	-	349,239
Leave & Termination	-	(8,131)	-	-	-	(8,131)
<b>Services</b>						
<b>Purchased/Contracted</b>						
Postage/Communication	967	28,386	-	87,238	-	116,591
Travel/Training	22,482	43,408	92,417	32,415	4,798	195,520
Student Transportation	-	-	-	630,025	-	630,025
Adverting/Printing/ Publishing	-	-	-	1,514	-	1,514
Maintenance and Repairs	2,847	-	-	56,048	-	58,895
Rentals and Leases	3,618	13,775	-	60,993	-	78,386
Contract Services	10,809	93,994	163,738	88,283	272,043	628,867
<b>Materials/Freight</b>						
Materials	93,880	101,364	72,772	1,187,956	618,489	2,074,461
Freight	2,368	12,401	1,309	56,271	-	72,349
<b>Amortization</b>						
	-	-	-	56,565	-	56,565
<b>Total Expenses</b>	<b>\$ 2,182,724</b>	<b>\$ 1,066,758</b>	<b>\$ 3,281,313</b>	<b>\$ 12,691,292</b>	<b>\$ 4,309,794</b>	<b>\$ 23,531,881</b>

**Tlicho Community Services Agency  
Education Division  
Aboriginal Languages and Culture-Based Education Expenses  
For the Year Ended June 30, 2021**

	<b>Student Instruction</b>	<b>Teaching/ Learning Resources</b>	<b>Professional Development</b>	<b>School Activities and Integrated Community Programs</b>	<b>Total</b>
<b>Salaries/Honoraria</b>					
ALCBE Teachers	\$ 1,353,289	\$ -	\$ -	\$ -	\$ 1,353,289
Language Consultants	-	-	-	338,316	338,316
Instruction Assistants	281,407	-	-	-	281,407
Non-Instructional staff	53,511	19,230	-	-	72,741
<b>Employee Benefits</b>					
Benefits/Allowance	-	-	-	-	-
Leave & Termination	-	-	-	-	-
<b>Services Purchased/ Contracted</b>					
Travel/ Training	5,188	17,053	-	241	22,482
Maintenance Repair	2,847	-	-	-	2,847
Rentals/ Leases	3,618	-	-	-	3,618
Other Contracted Services	9,685	1,124	-	967	11,776
	-	-	-	-	-
<b>Materials/Supplies/Freight</b>					
Materials	80,657	1,978	-	11,245	93,880
Freight	-	-	-	2,368	2,368
	-	-	-	-	-
<b>Total</b>	<b>\$ 1,790,202</b>	<b>\$ 39,385</b>	<b>\$ -</b>	<b>\$ 353,137</b>	<b>\$ 2,182,724</b>

**Tlcho Community Services Agency  
Education Division  
Inclusive Schooling Expenses  
For the Year Ended June 30, 2021**

	<b>General Inclusive Schooling</b>	<b>Staff Development</b>	<b>Assistive Technology</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b>Salaries</b>					
Regional Coordinator	\$ 181,709	\$ -	\$ -	\$ -	\$ 181,709
Program Support Teachers	1,197,330	-	-	-	1,197,330
Support Assistants	1,572,038	-	-	-	1,572,038
<b>Employee Benefits</b>					
Employee Benefits/Allowance	-	-	-	-	-
Leave & Termination	-	-	-	-	-
<b>Services Purchased/Contracted</b>					
Professional/Technical	-	-	-	-	-
Travel	21,418	70,999	-	-	92,417
Student Transportation (Bussing)	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-
Maintenance and Repair	-	-	-	-	-
Rental and Leases	-	-	-	-	-
Other Contracted Services	163,738	-	-	-	163,738
<b>Materials/Freight</b>					
Materials	72,772	-	-	-	72,772
Freight	1,309	-	-	-	1,309
<b>Total Expense</b>	<b>\$ 3,210,314</b>	<b>\$ 70,999</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,281,313</b>

**Tlicho Community Services Agency  
Education Division  
COVID-19 Support  
For the Year Ended June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b>Revenue</b>		
GNWT - Education, Culture and Employment	\$ 1,932,027	\$ -
GNWT - Education, Culture and Employment - A/P	(801,589)	-
<b>Total Revenue</b>	<u>1,130,438</u>	<u>-</u>
<b>Expenses</b>		
Salaries	932,946	-
Materials & Supplies	189,684	-
Contract Services	7,808	-
	<u>1,130,438</u>	<u>-</u>
<b>Excess Funding over Expense</b>	<u>\$ -</u>	<u>\$ -</u>

**Tlicho Community Services Agency  
Education Division  
Jordan's Principle  
For the Year Ended June 30, 2021**

	<b>Fiscal Year</b>			<b>9 Months</b>	<b>3 Months</b>
	<b>June 30, 2021</b>	<b>June 30, 2021</b>	<b>June 30, 2020</b>	<b>July 1, 2020 - March 31, 2021</b>	<b>April 1, 2021 - June 30, 2021</b>
	<b>Budget</b>				
<b>Revenue</b>					
Government of Canada - First Nations and Inuit Health Branch	\$ 5,263,070	\$ 5,133,629	\$ 2,081,296	\$ 3,237,019	\$ 1,896,610
Carry forward from Previous Year	-	954,218	158,949	954,217	-
<b>Total Revenue</b>	<b>5,263,070</b>	<b>6,087,847</b>	<b>2,240,245</b>	<b>4,191,236</b>	<b>1,896,610</b>
<b>Expense</b>					
Administration	-	-	-	-	-
Personnel	4,000,981	3,414,464	966,457	2,347,375	1,067,089
Transportation	-	-	-	-	-
Materials and Supplies	118,000	352,267	24,103	136,929	215,338
Rent and Utilities	-	-	-	-	-
Evaluation	-	-	-	-	-
Other	1,085,320	543,063	295,467	482,815	60,247
<b>Total Expenses</b>	<b>5,204,301</b>	<b>4,309,794</b>	<b>1,286,027</b>	<b>2,967,119</b>	<b>1,342,674</b>
<b>Excess Funding over Expense</b>	<b>58,769</b>	<b>1,778,053</b>	<b>954,218</b>	<b>1,224,117</b>	<b>553,936</b>
<b>Deferred Revenue</b>	<b>\$ 58,769</b>	<b>\$ 1,778,053</b>	<b>\$ 954,218</b>	<b>\$ 1,224,117</b>	<b>\$ 553,936</b>

**Tlicho Community Services Agency  
Education Division  
Northern Distance Learning  
For the Year Ended June 30, 2021**

	<b>Budget</b>	<b>Behchoko</b>	<b>Whati</b>	<b>Gameti</b>	<b>Wekweeti</b>	<b>Total</b>	<b>July 1 to March 31</b>	<b>April 1 to June 30</b>	<b>Total</b>
<b>Revenue</b>									
GNWT - Education, Culture and Employment	\$ -	\$ 26,250	\$ 30,250	\$ 31,250	\$ 33,500	\$ 121,250	\$ 81,237	\$ 40,013	\$ 121,250
GNWT - Education, Culture and Employment - Payable	-	-	-	(12,845)	-	(12,845)	-	(12,845)	(12,845)
<b>Total Revenue</b>	-	26,250	30,250	18,405	33,500	108,405	81,237	27,168	108,405
<b>Expense</b>									
Salaries and Wages	-	20,420	30,250	13,951	32,903	97,524	52,703	44,821	97,524
Materials & Supplies	-	5,830	-	4,454	597	10,881	2,120	8,761	10,881
<b>Total Expense</b>	-	26,250	30,250	18,405	33,500	108,405	54,823	53,582	108,405
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 26,414</b>	<b>\$ (26,414)</b>	<b>\$ -</b>

**Tlicho Community Services Agency  
Education Division  
Student Success Initiatives  
For the Year Ended June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b>Revenues</b>		
GNWT - Education, Culture & Employment	\$ 55,000	\$ 55,000
NWTTA	27,790	-
NWTTA - A/R	32,840	13,160
<b>Total Revenues</b>	<u>115,630</u>	<u>68,160</u>
<b>Expenses</b>		
Salaries and Wages	55,000	55,000
Resources	60,630	13,160
<b>Total Expenses</b>	<u>115,630</u>	<u>68,160</u>
<b>Excess Funding over Expense</b>	<u>\$ -</u>	<u>\$ -</u>



**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
PC Children Charity Snack Program  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>JWGS</b>	<b>EMES</b>	<b>Wekweeti</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>						
PC Children Charity	\$ 12,500	\$ -	\$ 7,688	\$ 1,238	\$ 21,426	\$ 19,000
PC Children Charity Deferred	-	900	-	-	900	(900)
<b>Total Revenues</b>	<b>12,500</b>	<b>900</b>	<b>7,688</b>	<b>1,238</b>	<b>22,326</b>	<b>18,100</b>
<b>Expense</b>						
Materials & Supplies	12,500	900	7,715	1,238	22,353	18,100
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (27)</b>	<b>\$ -</b>	<b>\$ (27)</b>	<b>\$ -</b>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
Drop the Pop  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>MEZI</b>	<b>JWGS</b>	<b>EMES</b>	<b>Wekweeti</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>							
GNWT - Health & Social Services	\$ 3,000	\$ 2,100	\$ 1,300	\$ 2,000	\$ 1,600	\$ 10,000	\$ 9,950
GNWT - Health & Social Services - A/R	-	-	1,250	-	-	1,250	(1,250)
<b>Total Revenue</b>	<b>3,000</b>	<b>2,100</b>	<b>2,550</b>	<b>2,000</b>	<b>1,600</b>	<b>11,250</b>	<b>8,700</b>
<b>Expense</b>							
Material & Supplies	3,000	2,100	2,553	612	1,675	9,940	8,842
Contract Services	-	-	-	1,158	-	1,158	-
<b>Total Expense</b>	<b>3,000</b>	<b>2,100</b>	<b>2,553</b>	<b>1,770</b>	<b>1,675</b>	<b>11,098</b>	<b>8,842</b>
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (3)</b>	<b>\$ 230</b>	<b>\$ (75)</b>	<b>\$ 152</b>	<b>\$ (142)</b>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
On the Land Collaborative  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>EMES</b>	<b>Wekweeti</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>					
TIDES Canada Foundation	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ 43,000
TIDES Canada Foundation Deferred - PY	28,230	5,551	11,845	45,626	13,347
TIDES Canada Foundation Deferred - CY	-	(4,288)	(11,845)	(16,133)	(45,626)
<b>Total Revenue</b>	<b>28,230</b>	<b>11,263</b>	<b>-</b>	<b>39,493</b>	<b>10,721</b>
<b>Expense</b>					
Material & Supplies	28,199	11,101	-	39,300	6,596
Contract Services	-	162	-	162	4,125
<b>Total Expense</b>	<b>28,199</b>	<b>11,263</b>	<b>-</b>	<b>39,462</b>	<b>10,721</b>
<b>Excess Funding over Expense</b>	<b>\$ 31</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 31</b>	<b>\$ -</b>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
Take a Kid Trapping  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>MEZI</b>	<b>JWGS</b>	<b>EMES</b>	<b>Wekweeti</b>	<b>2021</b>	<b>2020</b>
<b>Revenue</b>							
GNWT - ENR	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 40,000	\$ 40,000
GNWT - ENR Deferred - PY	6,751	-	6,786	-	-	13,537	-
GNWT - ENR Deferred - CY	-	-	-	-	(8,000)	(8,000)	(13,537)
<b>Total Revenue</b>	<b>14,751</b>	<b>8,000</b>	<b>14,786</b>	<b>8,000</b>	<b>-</b>	<b>45,537</b>	<b>26,463</b>
<b>Expenses</b>							
Casual Staff	-	-	5,891	-	-	5,891	-
Material & Supplies	-	8,004	7,271	8,017	-	23,292	15,942
Food	-	-	919	-	-	919	-
Rental/Lease Equipment	-	-	750	-	-	750	-
Gasoline	-	-	-	-	-	-	1,031
Contract Services	14,800	-	-	-	-	14,800	10,350
<b>Total Expenses</b>	<b>14,800</b>	<b>8,004</b>	<b>14,831</b>	<b>8,017</b>	<b>-</b>	<b>45,652</b>	<b>27,323</b>
<b>Excess Funding over Expense</b>	<b>\$ (49)</b>	<b>\$ (4)</b>	<b>\$ (45)</b>	<b>\$ (17)</b>	<b>-</b>	<b>\$ (115)</b>	<b>\$ (860)</b>

**Tlcho Community Services Agency  
Education Division  
Schedule of Specific Program  
Active After School Program  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>MEZI</b>	<b>JWGS</b>	<b>EMES</b>	<b>Wekweeti</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>							
GNWT - MACA	\$ 15,050	\$ 15,050	\$ 15,050	\$ 15,050	\$ 15,050	\$ 75,250	\$ 75,250
GNWT - MACA Deferred - PY	-	-	14,164	-	-	14,164	-
GNWT - MACA Deferred - CY	-	(6,076)	(16,898)	(3,757)	-	(26,731)	(14,164)
<b>Total Revenues</b>	<b>15,050</b>	<b>8,974</b>	<b>12,316</b>	<b>11,293</b>	<b>15,050</b>	<b>62,683</b>	<b>61,086</b>
<b>Expenses</b>							
Material & Supplies	15,050	8,974	12,316	11,293	15,050	62,683	59,794
Contract Services	-	-	-	-	-	-	1,250
<b>Total Expenses</b>	<b>15,050</b>	<b>8,974</b>	<b>12,316</b>	<b>11,293</b>	<b>15,050</b>	<b>62,683</b>	<b>61,044</b>
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 42</b>

**Tlcho Community Services Agency  
Education Division  
Schedule of Specific Program  
Breakfast Club Program  
For the Year Ended June 30, 2021**

	<b>JWGS</b>	<b>EMES</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>				
Breakfast Club of Canada	\$ 16,500	\$ 31,750	\$ 48,250	\$ 14,900
Breakfast Club of Canada Deferred - PY	10,156	-	10,156	5,690
Breakfast Club of Canada Deferred - CY	(16,500)	(26,991)	(43,491)	(10,156)
<b>Total Revenues</b>	<u>10,156</u>	<u>4,759</u>	<u>14,915</u>	<u>10,434</u>
<b>Expense</b>				
Material & Supplies	10,156	4,759	14,915	10,434
<b>Excess Funding over Expense</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
Public Library Services  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>MEZI</b>	<b>JWGS</b>	<b>EMES</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>						
GNWT - Education, Culture and Employment	\$ 22,346	\$ 18,159	\$ 8,281	\$ 21,441	\$ 70,227	\$ 61,802
GNWT - ECE Deferred - PY	-	-	-	-	-	10,184
GNWT - ECE - A/R	10,558	12,343	3,584	19,191	45,676	54,704
<b>Total Revenues</b>	<b>32,904</b>	<b>30,502</b>	<b>11,865</b>	<b>40,632</b>	<b>115,903</b>	<b>126,690</b>
<b>Expenses</b>						
Salaries & Benefits	32,904	26,907	3,209	40,632	103,652	122,998
Materials & Supplies	-	3,595	8,656	-	12,251	5,130
<b>Total Expenses</b>	<b>32,904</b>	<b>30,502</b>	<b>11,865</b>	<b>40,632</b>	<b>115,903</b>	<b>128,128</b>
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (1,438)</b>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
Food First Foundation  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>MEZI</b>	<b>EMES</b>	<b>Wekweeti</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>						
Food First Foundation	\$ 17,300	\$ 15,000	\$ 17,500	\$ 4,300	\$ 54,100	\$ 27,900
Food First Foundation Deferred	-	-	(17,500)	(3,845)	(21,345)	1,250
<b>Total Revenues</b>	<b>17,300</b>	<b>15,000</b>	<b>-</b>	<b>455</b>	<b>32,755</b>	<b>29,150</b>
<b>Expenses</b>						
Materials & Supplies	17,300	15,000	-	455	32,755	29,210
Contract Services	-	-	-	-	-	-
<b>Total Expenses</b>	<b>17,300</b>	<b>15,000</b>	<b>-</b>	<b>455</b>	<b>32,755</b>	<b>29,210</b>
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (60)</b>



**Tlich Community Services Agency  
Education Division  
Schedule of Specific Program  
APPLE School  
For the Year Ended June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b>Revenue</b>		
APPLE School Foundation	\$ 28,386	\$ 75,326
<b>Expenses</b>		
Salaries	28,386	77,918
Materials & Supplies	-	-
<b>Total Expenses</b>	<u>28,386</u>	<u>77,918</u>
<b>Excess Funding over Expense</b>	<u>\$ -</u>	<u>\$ (2,592)</u>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
Ekati Mine (Cultural Program)  
For the Year Ended June 30, 2021**

	<b>CJBS</b>	<b>MEZI</b>	<b>2021</b>	<b>2020</b>
<b>Revenues</b>				
Ekati Mine	\$ -	\$ -	\$ -	\$ 150,000
Ekati Mine Deferred - PY	23,900	20,014	43,914	42,142
Ekati Mine Deferred - CY	-	(16,570)	(16,570)	(43,914)
<b>Total Revenues</b>	<b>23,900</b>	<b>3,444</b>	<b>27,344</b>	<b>148,228</b>
<b>Expenses</b>				
Materials & Supplies	11,120	3,444	14,564	70,050
Gasoline	-	-	-	844
Rental/Lease Equipment	12,780	-	12,780	-
Travel	-	-	-	59
Capital Equipment >\$5,000<\$50,000	-	-	-	79,869
<b>Total Expenses</b>	<b>23,900</b>	<b>3,444</b>	<b>27,344</b>	<b>150,822</b>
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (2,594)</b>

**Tlicho Community Services Agency  
 Education Division  
 Schedule of Specific Program  
 Self-Regulation  
 For the Year Ended June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b>Revenue</b>		
GNWT - Education, Culture & Employment	\$ 7,000	\$ -
<b>Expense</b>		
Materials & Supplies	7,000	-
<b>Excess Funding over Expense</b>	<u>\$ -</u>	<u>\$ -</u>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
Health & Wellness Curriculum Pilot Program  
For the Year Ended June 30, 2021**

	<u>2021</u>	<u>2020</u>
<b>Revenue</b>		
GNWT - Education, Culture & Employment	\$ -	\$ 13,250
GNWT - Education, Culture & Employment Deferred	13,250	(13,250)
GNWT - Education, Culture & Employment - A/P	(5,850)	-
<b>Total Revenues</b>	<u>7,400</u>	<u>-</u>
<b>Expense</b>		
Materials & Supplies	<u>7,400</u>	<u>-</u>
<b>Excess Funding over Expense</b>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

**Tlicho Community Services Agency  
Education Division  
Schedule of Specific Program  
Indigenous Health/Wellness Elders  
For the Year Ended June 30, 2021**

	<b>REG</b>	<b>CJBS</b>	<b>MEZI</b>	<b>2021</b>	<b>2020</b>
<b>Revenue</b>					
Tlicho Government	\$ -	\$ 30,000	\$ -	\$ 30,000	\$ 175,000
Tlicho Government Deferred - PY	10,381	49,500	50,000	109,881	-
Tlicho Government Deferred - CY	-	(11,315)	(40,091)	(51,406)	(109,881)
<b>Total Revenues</b>	<b>10,381</b>	<b>68,185</b>	<b>9,909</b>	<b>88,475</b>	<b>65,119</b>
<b>Expense</b>					
Salary & Benefits	-	-	-	-	65,119
Materials & Supplies	10,381	67,685	9,909	87,975	-
Contract Services	-	500	-	500	-
<b>Total Expenses</b>	<b>10,381</b>	<b>68,185</b>	<b>9,909</b>	<b>88,475</b>	<b>65,119</b>
<b>Excess Funding over Expense</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

# Approvals

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## *Operating Plan*



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Education Body Chair

September 28, 2020

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Date



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Superintendent

September 28, 2020

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Date

## *Annual Report*

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Education Body Chair

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Date

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Superintendent

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Date

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Education Accountability Framework

# Yellowknife Catholic Schools

Annual Report

For the 2020-21 School Year

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Cadre de responsabilisation en éducation

# Écoles catholiques de Yellowknife

Rapport annuel

Année scolaire 2020-2021

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## Plan de fonctionnement – Sommaire

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Le plan de fonctionnement des Écoles catholiques de Yellowknife pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités des Écoles catholiques de Yellowknife pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

### Buts et objectifs des Écoles catholiques de Yellowknife (ECY) pour 2020-2021

En raison des répercussions de la COVID-19 sur la programmation opérationnelle, le conseil d'administration des Écoles catholiques de Yellowknife n'a pas été en mesure de boucler la planification stratégique comme prévu au printemps 2020. Le conseil a tout de même tenu une séance de planification stratégique préliminaire le 13 juin 2020, et a prévu de poursuivre la planification stratégique de concert avec les parties prenantes à l'automne 2020. À ce titre, les Écoles catholiques de Yellowknife élaboreront un plan stratégique de quatre ans arrimé aux cinq priorités communes des leaders en éducation et du ministère de l'Éducation, de la Culture et de la Formation (MÉCF), ainsi qu'aux priorités et aux objectifs régionaux spécifiques. Conscientes du travail que représente le processus de planification stratégique, les Écoles catholiques de Yellowknife prévoient de lancer et diffuser le nouveau plan stratégique au cours de l'année scolaire 2020-2021, à compter de l'automne 2021.

Ainsi, nos objectifs pour l'année 2020-2021 demeurent les suivants :

Favoriser le questionnement et la collaboration au moyen de l'intégration d'outils techniques et de la création de salles de classe du 21<sup>e</sup> siècle

Fournir des cours de littératie et numératie dans le cadre de programmes axés sur la collaboration et l'aide

Développer des citoyens riches sur le plan spirituel et culturel, qui montrent un sens de la justice sociale et une conscience communautaire

Soutenir la santé et le bien-être des employés et des élèves, tant physique que mental, et encourager la pleine conscience, l'autorégulation et la connaissance de soi

Cibles :

Augmenter le nombre de membres du personnel et d'élèves capables de leadership dans l'utilisation des technologies comme outils d'apprentissage et d'enseignement

Élaborer un plan d'alphabétisation exhaustif et mettre en œuvre des outils d'évaluation en matière de littératie et de numératie

Soutenir le personnel dans l'élaboration de stratégies d'enseignement et d'acquisition de la littératie et de la numératie

Continuer de travailler avec le personnel pour intégrer les pratiques spirituelles aux différents volets du programme le cas échéant

Se mettre totalement au diapason de la nouvelle directive sur les langues et cultures autochtones

Proposer aux trois écoles l'aide du personnel de soutien en langues et cultures autochtones

**S'assurer que les enseignants soient bien outillés (connaissances, compétences et outils) pour offrir un enseignement de qualité de la maison, le cas échéant**

## Rapport annuel 2020-2021 des Écoles catholiques de Yellowknife

### Rapport annuel – Sommaire

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Le rapport annuel des Écoles catholiques de Yellowknife pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent 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 gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Les Écoles catholiques de Yellowknife (ECY) ont eu une belle année, malgré la pandémie. Tous les élèves de la maternelle à la 9<sup>e</sup> année, ainsi que ceux de 12<sup>e</sup> année ont pu bénéficier de l'apprentissage en personne. Les élèves de 10<sup>e</sup> et 11<sup>e</sup> année ont quant à eux suivi un modèle d'apprentissage mixte consistant en une demi-journée à l'école et une demi-journée en ligne et de cours autodirigés pour le premier semestre. Lors du second semestre, nous avons pu ramener tous les élèves à l'école à temps plein, sauf pour un seul cours en ligne autodirigé pour les élèves de 10<sup>e</sup> et 11<sup>e</sup> année pour lequel du soutien était offert. Nous avons dû passer de l'apprentissage en personne à l'enseignement à distance en raison d'une éclosion de COVID-19 en mai, avant de revenir à la formule régulière deux semaines plus tard. Les élèves et leurs familles n'ont subi aucune interruption de service pendant les deux semaines où l'école a été fermée.

Le programme Wìlììdeh 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<sup>e</sup> et en 9<sup>e</sup> année à l'école secondaire St-Patrick s'est bien déroulé. Cette année, le programme Wìlììdeh Yatì a été introduit dans les classes de la prématernelle à la 2<sup>e</sup> année de l'école St-Joseph. Le tout a été développé avec soin pour permettre l'exposition des plus jeunes élèves à la langue.

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. La construction de structures de tentes à chacune de nos écoles a facilité la tenue d'activités langagières et culturelles et l'intégration du programme Dene Kede à notre curriculum. Notre équipe d'enseignement des langues autochtones a également créé des vidéos de langue et mis des activités langagières et culturelles à la portée des élèves.

Les ECY continuent de miser sur le bien-être et l'agentivité des élèves en privilégiant l'apprentissage par le questionnement, la conception universelle de l'apprentissage, la

sensibilisation aux troubles de santé mentale et l'apprentissage socioaffectif, notamment. Ces deux modèles sont interconnectés dans leur conception et leur mise en œuvre et permettent à tous les élèves de s'exprimer et de choisir.

Dans le domaine de la pédagogie, les ECY continuent d'accroître leur utilisation des technologies. Elles adoptent en grande partie la pratique professionnelle qui s'est généralisée dans l'environnement d'apprentissage à distance.

Le programme de prématernelle bilingue de l'école catholique Weledeh continue de connaître beaucoup de succès et a mené à la création d'un cheminement d'immersion française en ses murs. Dès l'année prochaine, l'école offrira une option d'immersion en français pour les élèves de maternelle et de première année.

Les ECY se sont aussi concentrées sur le développement d'un plan d'alphabétisation pour le district, ainsi que sur l'exploration et la simplification des outils d'évaluation. Pour les élèves de 8<sup>e</sup> et de 9<sup>e</sup> année, l'école secondaire St-Patrick a opté pour un modèle d'évaluation fondé sur les normes et, pour les élèves du deuxième cycle du secondaire, des cours supplémentaires. L'initiative se poursuivra pendant l'année scolaire 2021-2022.

Les écoles catholiques de Yellowknife ont par ailleurs entrepris le processus de planification stratégique et développé un nouveau plan stratégique de trois ans : **Former des personnes compétentes, tous ensemble**. Ce plan s'enracine dans nos trois grandes priorités : **stimuler la réflexion, développer des relations et cultiver le bien-être**.

Enfin, l'élaboration d'un nouveau processus d'examen des écoles regroupant les commentaires des intervenants à propos du rendement scolaire, de la culture scolaire, de la mobilisation des intervenants et de l'appui de la communauté s'est avérée un très bon coup.

## Operating Plan - Executive Summary

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Yellowknife Catholic Schools' Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with Yellowknife Catholic Schools' priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, **including any specific information related to the COVID-19 pandemic**:

### Yellowknife Catholic Schools (YCS) Goals and Objectives for 2020-2021

Due to the impact of COVID19 on operational programming, Yellowknife Catholic Schools' Board of Trustees was unable to complete the scheduled strategic planning that was to take place in the spring of 2020. The Board of Trustees was able to hold a preliminary strategic planning session on June 13, 2020. The Board of Trustees plan to continue strategic planning in collaboration with their stakeholders in the fall of 2020. As such Yellowknife Catholic Schools will develop a four year strategic plan that aligns with the five shared priorities agreed to by Education Leaders and the Department of ECE, as well as specific regional goals and priorities. Understanding that strategic planning is a process, YCS plans to introduce and communicate the new strategic plan during the 2020/2021 school year, with implementation beginning in the fall of 2021.

As such, our goals for 2020/2021 will continue to be to:

- Foster inquiry and collaboration through the integration of technology and the development of 21st-century classrooms.
- Provide rich literacy and numeracy instruction through collaborative and supportive programming.
- Develop spiritually and culturally-rich global citizens with a sense of social justice and community awareness.
- Support staff and student health and wellness with a focus on both physical and mental health, mindfulness, and self-regulation, and personal awareness.

Targets:

- Increase the number of staff and students developing leadership capacity in the use of technology as a teaching and learning tool.
- Develop a comprehensive Literacy Plan and implement standard literacy and numeracy assessment tools.

- Support staff in development of literacy and numeracy strategies and instruction
- Continue to work with staff in the permeation of faith throughout curricular areas as appropriate
- Work towards full compliance of the new Indigenous language and culture directive.
- Provide Indigenous Language and Culture support to staff at all three schools.
- **Ensure that teachers have the knowledge, skills, and tools, to provide quality remote learning from home if required.**

## Annual Report - Executive Summary

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Yellowknife Catholic Schools' Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, **including any specific information related to the COVID-19 pandemic:**

Yellowknife Catholic Schools (YCS) has had a successful year in many ways despite the disruption to regular operations and learning environments due to COVID19. We were able to have all students attend face-to-face learning in grades JK-9 and grade 12. Our grade 10 and 11 students participated in a blended learning model and attended half-day face-to-face learning at school, and half-day online learning and self-directed courses for the first semester. In second semester we were able to successfully bring all students back full-time for face-to-face learning, with the exception of one self-directed online learning course for students in grades 10 and 11, during which time support was provided. We successfully pivoted from in-person to online learning due to the COVID19 outbreak in May, and then pivoted back to in-person learning just two short weeks later. There was zero disruption to service for our students and families during the two week school closure.

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 and 9 at Ecole Saint Patrick's High School (ESPHS) has been successful. This year we were able to introduce Willideh Yati to the primary classes at Ecole St. Joseph School (ESJS) from JK - grade 2. This was very well developed and has been a success in exposing our youngest learners to the language.

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. 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 created language based videos and shared language and culture-based activities for students.

YCS also continues to progress in the area of student wellness and student agency which include inquiry-based learning, universal design for learning, mental health awareness, and social emotional

learning. These two models are interconnected in design and implementation and provide voice and choice for all students.

In the area of instruction, YCS continues to increase the level of technology integration in teaching and learning, and have carried on much of the professional learning and practice that become common place through the remote learning environment.

The Bilingual JK program at WCS continues to be very successful and has resulted in the implementation and commitment to a French Immersion track at Weledeh Catholic School (WCS). In the upcoming year, Weledeh will be offering a French Immersion option for students in Kindergarten and grade one.

YCS also focussed on developing a District Literacy Plan, and exploring and streamlining our assessment tools. Ecole St. Patrick High School (ESPHS) moved to a Standards Based Assessment model for grade 8 and 9 as well as in additional courses at the senior secondary level. This work will continue in 2021/2022 school year.

Yellowknife Catholic Schools also undertook the strategic planning process and developed a new three-year Strategic Plan; *Developing Capable People Together*, focusing on our three key priorities of Inspiring *Thinking, Developing Relationships, and Cultivating Well-Being*.

Lastly, a notable success was the development of a new School Review process that provides stakeholder input in looking at achievement, school culture, stakeholder engagement, and community support.

## 1. Administration and School Services

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Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

### ***A. Governance of Education Bodies***

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 2018. This is a three-year term with the next election scheduled in October 2021. DEA members may choose to run in elections as many times as they wish. There is no limit to the number of years an individual can serve as a School Board Trustee.

The current DEA is made up of the following individuals:

Erin Currie (Chair); Steven Voytilla (Vice Chair); Revi Lau-a, Lori MacMillan-Gallant, Candace Meadus, Tina Schauerte, Susan Waddell

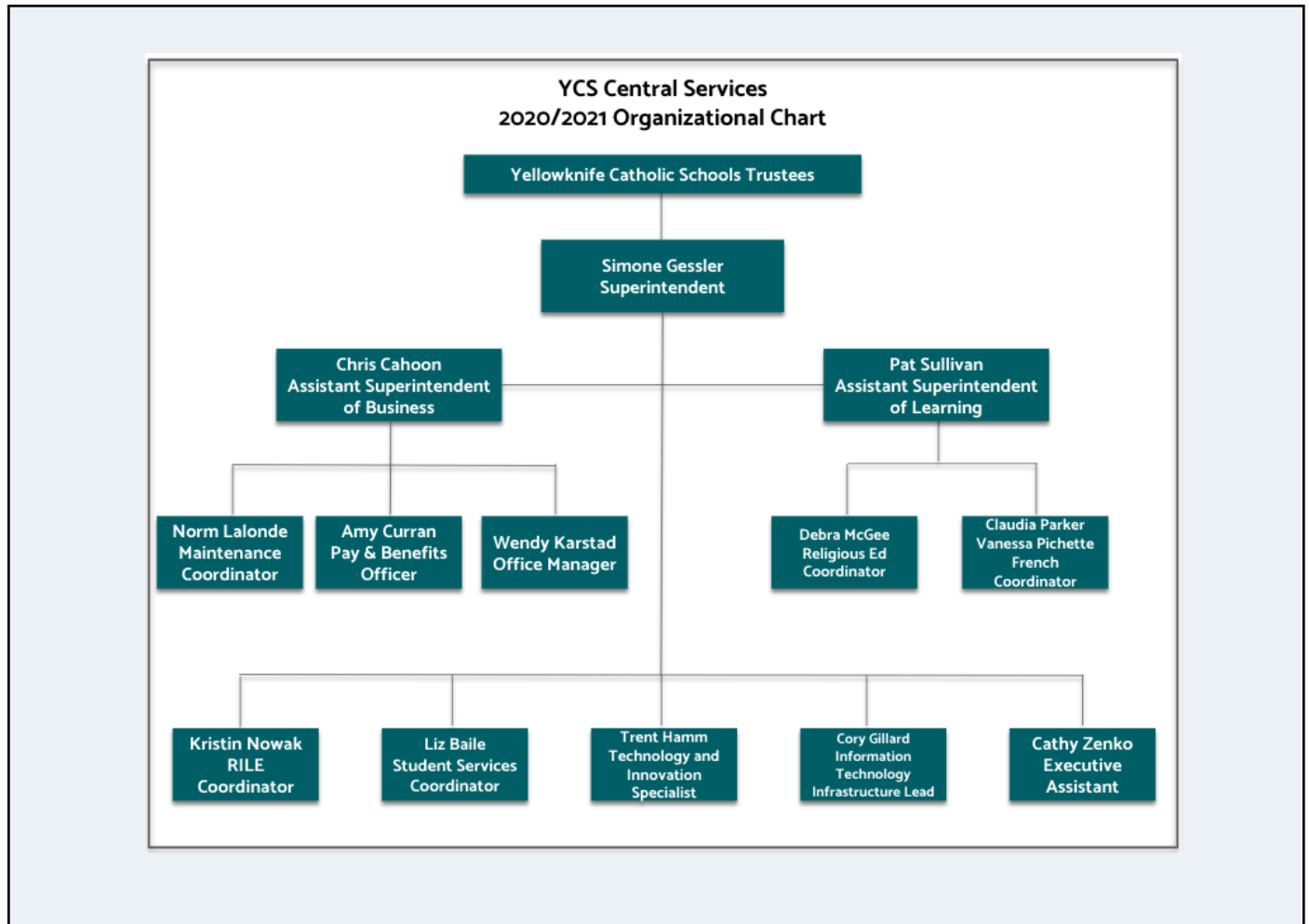
The Superintendent is the only YCS employee under the Board's direction.

The DEA meets once a month for the regular scheduled public meeting that takes place on the third Wednesday of the month in the evening, except for the March meeting that takes place at noon. The DEA also has monthly lunchtime committee meetings. The committees are for Finance and Facilities, and Committee of the Whole. Other meetings take place on an as-needed basis. The Yellowknife Catholic School Board is seeking a change to the *Education Act* that will allow for Trustee elections to align with the City of Yellowknife Municipal Elections. As such there will be a one-time one (1) year term for Trustees in order to realign with the municipal elections in either 2023. YCS Trustees have been working closely with ECE in order to ensure the October election will be the most cost effective for our ratepayers.

### ***B. Functional Organizational Chart***

The following table details the functional organization of the Education Body:





### ***C. Governance Training***

The following table details the governance training planned for Education Body members during the upcoming school year:

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Strategic Planning	DEA and Superintendent	DEA	YCS October 2020	Yes	
Alberta Catholic Schools Trustees	Alberta Catholic Schools Trustee Association	DEA and Superintendent	AB or Virtually November 2020	Yes - Virtually	

Convention	Board				
Alberta School Board Association Convention	Alberta School Board Association Board	DEA and Superintendent	AB or Virtually November 2020	Yes - Virtually	
Board Orientation	External Consultant	DEA	YCS January (2021)	No	We did not have any new Trustees and we focused on Strategic Planning instead in January.

### ***D. Education Body Meetings***

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned? (Yes/No)</b>	<b>If No, why not?</b>
September 8 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular board Meeting	Virtual Virtual Central Services	Yes	
October 13 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular board Meeting	Virtual Virtual Central Services	Yes	
November 9- Finance and Facilities Committee 10 - Committee of the Whole 18 - Regular board Meeting	Virtual Virtual Central Services	F & F Committee - Yes COW - No Regular Board Meeting - Yes	Had Trustees that were unable to attend the Committee of the Whole Meeting and no pressing agenda items.
December 7 - Finance and Facilities Committee	Virtual	Yes	

9 - Committee of the Whole 16 - Regular board Meeting	Virtual Central Services		
January 11 - Finance and Facilities Committee 13 - Committee of the Whole 20 - Regular board Meeting	Virtual Virtual Central Services	Yes	
February 8 - Finance and Facilities Committee 10 - Committee of the Whole 17 - Regular board Meeting	Virtual Virtual Central Services	Yes	
March 10 - Regular Board Meeting	Central Services	Yes	
April 12 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular board Meeting	Virtual Virtual Central Services	Yes	
May 10 - Finance and Facilities Committee 12 - Committee of the Whole 14 - Regular board Meeting	Virtual Virtual Central Services	Yes	
June 7 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular board Meeting	Virtual Virtual Central Services	Yes	

### ***E. School Profiles***

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

<b>Total Number of Schools in District</b>	Three	<b>Total Anticipated Student Head Count</b>	YCS - 1,434 ESJS - 563 WCS - 338 ESPHS - 533
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
Ecole St. Joseph (ESJS)	Yellowknife	JK-7 (Full Day Every Day)	Early French Immersion, Learning Through the Arts;, Bilingual JK (French/English), Options MakerSpace will not be offered due to COVID19 restrictions
Weledeh Catholic (WCS)	Yellowknife	JK-7 (Full Day Every Day)	Late French Immersion, Early French Immersion, Bilingual JK(French/English), Willideh Yati language instruction, Genius Hour, Literacy Intervention, Wolves On The Land MakerSpace will not be offered due to COVID19 restrictions
Ecole St. Patrick (ESPHS)	Yellowknife	8-12 (8/9/12 - Full Day Every Day, 10/11 - .5 Day Every Day/Online Learning)	Trades, MakerSpace, Alternative Learning Centre, French Immersion, Willedeh Yahti, Coding, Music Production and Recording/String and Percussion Program is new programming to meet the restrictions on music programming, Flex Block will not be offered due to COVID19 restrictions

### ***F. Student Profiles***

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Our schools are all very multicultural, with families from all over the world. YCS will have an estimated Indigenous population of 34.05% next year.

Based on our present student profiles, our Indigenous population per school is predicted to be as follows:

Ecole St. Joseph School 20.90%  
Ecole St. Patrick School 36.29%  
Weledeh Catholic School 52.19%

Based on TieNet 2019/2020 data, student profiles are reporting 27 students on IEPs, 68 students on Modified Programs and 468 students on Regular programs with Accommodations. We are seeing a higher percentage of students entering preschool with significant language and emotional challenges. In some cases they have not yet been identified by Health. This requires support to be redirected until well into the first months of school. We anticipate some changes in the Program Type categories with new intake, IS processes and revisions of programming.

There is only one Stanton SLP for the entire Yellowknife region and its DEAs. Student Support will work with school teams and possible southern supports in how to support those students who fit under the profile of speech services.

With the implementation of CYCC we anticipate an increased response in providing support to the ever increasing population of students with mental health challenges and diagnosis of trauma. We are experiencing an increase *regionally* as well as within our *transient* student populations having complex profiles in the area of Trauma, FASD, LD and emotional mood disorder regulation. YCS has received 2 students who have significant “low incidence” disability. This will require specific training and support for staff at the JK level and southern expertise.

### ***G. Teacher Profiles***

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention, **including any anticipated concerns related to the COVID-19 pandemic.**

Yellowknife Catholic Schools continues to have a large percentage of teachers remain with the district for five years or longer, however we have also had a number of long term teachers resign or retire. Six teachers resigned as a result of leaving Yellowknife, two teachers accepted positions with Education, Culture and Employment, two teachers accepted positions outside of the district, and one teacher who decided not to return to the North due to COVID19. We also had two retirees, and one teacher whose contract was not renewed.

We have sixteen new teachers joining Yellowknife Catholic Schools for the 2020/2021 school year. We were required to add one additional PY outside of our budgeted allocation due to COVID19 in order to meet the restrictions of the OCPHO but also have as many students receiving face-to-face full day instruction as possible. We have also had to provide additional funding to ensure coverage for Employees at Greater Risk who are working from home. We are concerned with our ability to maintain operations should we have cases of COVID19 due to at-risk employees and limited human resources to cover ill staff.

Our French Immersion numbers continue to increase and English numbers decrease. We have introduced a new early Immersion programming at Weledah Catholic School in Kindergarten. Recruiting French Immersion teachers continues to be difficult. As well, recruitment for specialty areas in the advanced level courses at the 20 and 30 level continues to be challenging.

Number of New Teachers to the North	13
Number of First Year Teachers	6
Number of Teachers with Full Experience (11+ years)	64/106 = 60% 27 @ 6,11 25 @ 5,11 12 @ 4,11
Number of Teachers from NWT	3

## 1. Territorial Schools

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Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;

- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

**A. Education Body Strategic Planning**

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p>Goals:</p> <ul style="list-style-type: none"> <li>● Foster inquiry and collaboration through the integration of technology and the development of 21<sup>st</sup> century classrooms.</li> <li>● Provide rich literacy and numeracy instruction through collaborative and supportive programming.</li> <li>● Develop spiritually and culturally rich global citizens with a sense of social justice and community awareness.</li> <li>● Support staff and student health and wellness with a focus on both physical and mental health, mindfulness, and self-regulation, and personal awareness.</li> <li>● Strengthening instructional programming for all students by increasing the opportunities for teachers and PSTs to collaborate, co-plan and design.</li> </ul> <p>COVID19 restrictions will impact the way we provide professional development and change the way we are operating our collaborative teams. Much of our professional development and our SSI projects will take place virtually with expert facilitators. We will continue to align our professional development, collaborative time, early dismissal work and</p>
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SSI projects to ensure we provide support and learning in our priority areas. In addition we will dedicate specific learning to our new staff to ensure they are transitioned into our strategic plan and the regional priorities we have been focusing on for the past four years.

Yellowknife Catholic Schools integrates the five shared priorities agreed to by Education Leaders and the Department of ECE in the following ways:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

### **Integration of Student achievement in Literacy and Numeracy**

Our literacy initiatives this year will be based on a district - wide plan, that is being revised under the direction of Dr. Leyton Schnellert. This will be followed by one PD day dedicated solely to literacy development. Further, YCS is working with Dr. Donna Kozak to create a virtual manner in which to support staff with literacy strategies. Finally, select staff will work to provide suggestions on how to better incorporate an Indigenous perspective into literacy practices.

Similarly, YCS will continue to work with Cathy Coers, math consultant, Alberta Regional Professional Development Consortia. Cathy's work with YCS in 2019 - 2020 was cut short due to COVID, and significant modifications will be made this year, because the original project was based on an in-class coaching model.

Cathy will also assist YCS in two math- focused SSI projects. This year, the Numeracy Essentials will focus on assessment tools for math, and the Daily 3 training will focus primarily on new staff to the district.

Finally, YCS has agreed to once again participate in the Canadian Achievement Test 5 (CAT 5) norming, which was cancelled in May due to COVID. These results will be used in the future as additional information to guide teaching in math.

### **Integration of Student & Educator Wellness**

YCS's Student Wellness SSI project will serve as the foundation for all related initiatives. District led and school- based staff will have the opportunity to learn about a variety of topics and the impact on learning, including self- regulation, trauma, social emotional learning and restorative practices.

YCS administrators and select school reps will also participate in the research validated RULER ( Yale Centre for Emotional Development). This train the trainer model will be used to create better staff awareness



related to social/emotional development and is directly related to the key competencies.

Finally, YCS will continue with its district led Staff Wellness committee, who are tasked with raising awareness of the importance of being well in order to best serve students, and to create opportunities for staff to participate in non- work related activities. Again, this was cut short in 2019 - 2020 due to COVID and will have to align with current restrictions.

### **Integration of Language and Culture**

The YCS Indigenous Language and Culture program continues to be a priority for our schools. Each school has an ILE team committed to finding ways to integrate a whole school approach to Indigenous Language and build common phrases in Wiliideh Yati to the school community. Opportunities to infuse Dene Kede in classroom instruction are supported with an outdoor tent frame, key cultural experiences offered such as culture camps, resources such as videos, books and kits, and co-planning support for teachers with the ILE Coordinator. We continue to work with a team of excellent cultural resource workers and Elders. We are building our team of Indigenous Language Instructors to allow more opportunities for Language instruction at all of our schools.

This year, we are working towards making our projects more visible, and sharing promising practices with our teaching staff. We are creating more videos and capturing audio recordings of our Elders speaking language to encourage more use in the classroom.

### **Integration of Personalized and Inclusive Education**

YCS' priority of providing rich literacy and numeracy instruction through collaborative and supportive programming focuses on a strengths-based model that includes the needs of all learners. Personalized and inclusive education is promoted and fostered through student-centered learning which provides voice and choice while integrating universal design for learning strategies using a pyramid of support. Inclusive classrooms, programs, and specialized supports are an area of strength for YCS and continues to be considered in all areas of learning.

### **Integration of Key Competencies**

	YCS continues to focus on key competencies as part of our teaching and learning through curriculum compacting, essential learnings, integration of competencies into our IEP process, as well as focusing on the competencies of a capable person. This is integrated throughout our programming and instruction in all four of the other four shared priorities.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
% of teachers involved in professional development and collaboration in technology integration and 21 <sup>st</sup> century learning models	100%	50%	This area is also referred to as student agency and continued from the previous year's work, but with a different cohort. Due to COVID restrictions, the in-person sessions with Holly Clark were replaced with virtual sessions, based entirely on school need. School administrators then followed up with the work initiated by Ms Clark. YCS continued to promote staff participation in Ed Tech Canada's virtual learning series (Cobblestone Collective). In addition, small group tech instruction was provided for new staff to our district.
% of all classroom teachers involved in professional development and collaboration in literacy and numeracy learning	100%	100%	Sessions were offered virtually due to COVID, therefore, the in-class numeracy coaching support was not available. In addition, the planned MIPI ( Math Intervention Programming Instrument) staff training was cancelled when schools were closed in May.

<p>% of teachers involved in spiritual and cultural experiences and opportunities for learning</p>	<p>100%</p>	<p>100%</p>	<p>In December all staff participated in our Culture Professional Development Day. In addition we followed the liturgical calendar for our Catholic celebrations. We also recognized Orange Shirt Day, as a district we were involved in the walk to remember the lost children of the residential school system and the discovery of the unmarked graves, and we organized events in celebration of National Indigenous People’s Day. All teachers in grades JK-9 were also involved in an in-service prior to their involvement in the on-the-land cultural experience by grade level.</p>
<p>% of teachers involved in Student Wellness professional development and collaboration</p>	<p>100%</p>	<p>50%</p>	<p>Similar to the student agency team, this group continued with the work of previous years, but with the alternate cohort. Although we were able to virtually provide training for all three schools in Yale’s RULER approach, we were unable to provide the Emotions Matter introductory session to staff when schools were closed in May.</p>
<p>Areas of Strength for the region</p>	<p>Providing instructional programming for all students by increasing the opportunities for teachers and PSTs to collaborate, co-plan and design. We continue to work with all staff to create a system of staff collaboration that is most effective.</p>		
<p>Areas for Development for the region</p>	<p>We have modified our PD and collaborative team time for next year, taking into consideration lessons learned this year, as well as staff feedback through ThoughtExchange.</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Our relationships with outside expert facilitators continued virtually during the COVID restrictions. While it did present challenges, and some previously planned actions had to be deleted or modified, the learning continued.
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### A. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	<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"> <li>● Regional priorities will be set</li> <li>● School leadership teams in conjunction with their School Instructional Leadership Teams will develop a draft SIP</li> <li>● Draft will be shared with school staff for feedback</li> <li>● Draft will be presented at a Parent Advisory Committee meeting for feedback</li> <li>● Plan adjusted according to input from staff and parents</li> <li>● Final plan submitted to Superintendent by November 1st</li> </ul> <p>SIP will be adjusted as needed due to COVID19 restrictions and/or potential impacts on school operations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
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% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	0%	SIPs were developed by each school but not in consultation with the community.
% 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	Our school improvement plans strongly align with the priorities and goals of ECE, while at the same time delving further into student agency and student wellness as district priorities. An area of strength is the professional development that has occurred to support staff in the implementation of strategies, as well as the continued advancement of providing voice and choice for our students.		
Areas for Development for the region	This year we were able to develop a new three-year strategic plan to streamline our priorities with the “Developing an NWT Capable Person”. We will focus on our three key priorities of inspiring thinking, cultivating well-being, and building relationship.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	YCS has developed a new model for school improvement planning that focuses on observable impact for evidence of learning. These Observable Impact Plans will replace our previous SIP templates and are aligned with the 5 Key Priorities of ECE as well as our YCS Strategic Plan Priorities.		

## ***B. Annual School Reviews***

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for

any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Annual School Reviews</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>YCS will establish a process for annual school reviews. One school will be reviewed each year. Areas of focus for the review will include both district and departmental mandates and learning outcome, as well as student, staff, and parent satisfaction with delivery of learning. Formal review will take place in early spring to collect stakeholder feedback. Analysis of learning outcomes and data related to achievement will follow an ongoing process.</p> <p>Monthly individual sessions are held with each school administration team to discuss school initiatives, progress, and next steps. These meetings include discussions and feedback as focal points for school improvement goal meetings. <b>School Improvement Plans and school review meetings will include COVID19 response concerns, including impact on curriculum delivery and additional time required to meet the recommendations throughout the day.</b></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>33%</p>	<p>33%</p>	
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>An area of strength was the development of a new school review process that is much more comprehensive and has significant stakeholder involvement. In addition to the academic achievement results of our schools, the process includes a review of the school culture, communication with partners, parent involvement, and staff and student engagement. The results of the review were very positive in the areas of academic achievement, student engagement, parental involvement and understanding and community partnerships.</p> <p>Superintendent continues to hold monthly individual sessions with each school administrator to discuss school initiatives, progress, and where to go next. Monthly</p>		

	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	An area for development as a result of the school review was the need to increase awareness and learning in the areas of systemic racism, unconscious bias, the impacts of residential schooling, and greater representation of all students especially BIPOC.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	While feedback showed that YCS has a strong focus on celebrating indigenous ways of knowing and doing, and integrating traditional cultural awareness through indigenizing education, additional work has to be done to recognize and celebrate all racialized and marginalized people.

**C. Staff Evaluations**

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of <b>Staff Evaluations</b> , including any specific information related to the COVID-19 pandemic.	Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by school administration. A new performance tool has been implemented based on the direction of the district with a more collaborative approach. Staff are required to identify where they are on the continuum and what actions they will take to help them move forward. Throughout the process discussions take place between the teacher and evaluator. At the end of the process the teacher presents their evidence of growth.
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	Completed performance tools are provided to the Superintendent for review and filing. YCS will be exploring a new evaluation tool for administration this school year.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
Number of teachers and PSTs formally evaluated in the school year.	45	40	Due to a number of medical leaves as well as some unique circumstances we were unable to complete five evaluations in full.
Number of principals and assistant principals formally evaluated in the school year.	3	1	Due to shifting of personnel, only one school-based administrator required evaluation.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	2	2	
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	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.		
Areas for Development for the region	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.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	In the coming year we would like to focus on reviewing our evaluation process and tools for non-homeroom teacher positions including PST, classroom assistant, and coordinator roles.		

#### ***D. Regional Training and In-Service***



Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional <b>Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p><b>One full-day on Return to School with COVID19; pandemic coverage plan, school closures, YCS Exposure Control Plan, remote learning, isolation rooms, screening, emergency response plans.</b></p> <p>Student Wellness and Student Agency will continue to be a focus for our collaborative time. We will be working with Holly Clark on Student Agency, Leyton Schnellert on literacy development, Jodi Carrington on Student Wellness, Cale Birk on leadership development and visible outcomes, and EdTechTeam for technology integration, on professional development days and through our SSI projects. <b>This will be done virtually due to COVID19 restrictions which will require us to deliver it in a slightly different format and platform than usual.</b> In addition we will be working with our ILE team as well as the ILES through ECE to continue to provide culture-based development and learning. In support of our faith-based learning priority all schools will provide a one-day staff retreat to support our faith-based and spiritual growth. Teachers will work collaboratively to plan, execute and participate in school and district liturgies. New staff will participate in Faith Formation sessions, either in-person or virtually as needed, and PD offered for new curriculum as well as ongoing support for integrating spiritual components into lessons will take place.</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%	In addition to scheduled PD, which was conducted virtually, select staff from each school participated in additional literacy training with Dr Kozak

			and Dr Schnellert. In addition, teams from each school virtually participated in RULER”S mandatory training, related to staff and student wellness.
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	2	100%	Sessions were offered virtually.
% of collaborative STIP time dedicated to regional priorities	100%	100%	Sessions were offered virtually, with follow- up at the school level.
Number of schools which implemented STIP as per the Ministerial Directive	100%	100%	Certain aspects of the plan were not possible due to the COVID restrictions, but virtual and small group training was provided.
Areas of Strength for the region	The COVID restrictions required an increased focus on school specific needs in the areas of Student Wellness and Student Agency.		
Areas for Development for the region	The COVID restrictions resulted in interruptions in staff training, and steps will be taken in the coming year to address some of these gaps, particularly for new staff.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Everything considered, YCS staff had the opportunity to participate in meaningful, virtual PD. We are aware that some staff found this a challenging way to learn. Further, we are concerned that new staff may have been particularly impacted, and are looking at ways to address this for 2021 - 2022.		

### ***E. Literacy Coordinators***

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting

school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	1.5	2.0	2.0 Literacy Support Teachers in the schools rather than Literacy Coordinator at Central Office	0	YCS does not have a literacy coordinator. This funding is reallocated to the schools, to allow for a full - time literacy support teacher in each school. The assistant superintendent of learning serves as the lead on literacy initiatives.

\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

The following tables detail the region’s role of their Literacy Coordinator, the relevance of the position to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming	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
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<p>school year, including any specific information related to the COVID-19 pandemic.</p>	<p>place Literacy Support Teachers. The Literacy Coordinator funding is being used to support .5 of the two teaching positions. Two positions at ESJS (one English, one French), one position at WCS.</p> <p>The purpose of the Literacy Teacher is to work with small groups of students on literacy intervention strategies and to assist teachers in putting strategies in place in their classroom with the goal of increasing literacy development for all students.</p> <p>Our preparation work for our 2020 -2021 literacy plan was interrupted by COVID19. It will be completed virtually. Similarly, the PD that supports the literacy plan will be conducted virtually.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	Despite the challenges of COVID, a revised YCS Literacy Plan was developed, with the support of Dr Kozak and Dr Schnellert. YCS's relationship with these literacy experts will continue next year as we move forward with actioning the plan. Further, school-based literacy staff and administration received additional literacy PD as the plan was being created.		
Areas for Development for the region	We will be focusing on two main literacy areas in the coming year: literacy coherence across the grades and the selection of universal literacy assessment tools to guide instruction. Differentiated PD will be required to support these areas.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Staff change-over requires that we reoffer training in the Daily 5 workshop method of literacy instruction for new staff.		

### ***F. Healthy Food for Learning***

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of <b>the Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>YCS recognizes the literature that identifies the substantial negative behavioral, emotional/social and academic impacts of food insecurities. Further, YCS' focus on self- regulation for the last five years highlights the need to address the biological needs of all children for them to be successful in school. For these reasons all three schools have put provisions in place to ensure that no student goes hungry. In addition to breakfast, lunch and snack programs, which follow Canada's Food Guide, healthy food awareness campaigns are in place in each school.</p> <p><b>COVID19 placed a huge strain on our ability to meet our student food requirements and YCS had to access outside grants to meet these needs. On average, up to 50 families were supported each week with grocery cards, and others received hampers on an as needed basis. YCS also responded to numerous parent requests for food support.</b></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	<p>YCS recognises the importance of meeting basic needs in order to learn. We are also aware of the barriers created by food insecurities for students in developing a sense of connection to the school. Further, our mission to support those with food insecurities leads to improved home and school relationships. Our schools continue to provide breakfast, lunch and snack programs, as well as support through food hampers, grocery gift cards and weekend packages.</p>		

Areas for Development for the region	YCS participated in a trial program with the Copperhouse restaurant. This Community Table initiative supports designated families with hot, healthy meals prepared by Copperhouse staff and delivered by YCS staff, once per week. We are currently looking to expand this program in 2021 - 2022.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID restrictions presented many challenges in this area, including an increased number of families seeking support, restrictions on the type of food provided, distribution of food, and hosting celebratory events, to name a few.

School Name	Type of food program(s) offered in each school <i>(Breakfast, Lunch, Snack, etc.)</i>	Days per week program is offered in each school <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria for participation <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
ESJS	Breakfast, lunch, snack	5	78	Everyone welcome	Yes	
WCS	Breakfast, lunch, snack	5	60	Everyone welcome	Yes	
ESPHS	Breakfast, lunch, snack	5	200	Everyone Welcome	Yes	
<b>TOTAL</b>		5	338		Yes	

### ***G. Student Success Initiatives***

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any

difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<p><b>SSI Project Proposal Summary</b></p>	<p>YCS' SSI projects are multi- year projects, with varying end dates. Although the main focus of the projects will continue to be the same, some revisions are necessary for 2020 - 2021. This is in part due to COVID related restrictions.</p> <p>SSI Projects for YCS will include a focus on:</p> <ul style="list-style-type: none"> <li>- Building Collaborative Student Agency Teams</li> <li>- Building Collaborative Student Wellness Teams</li> <li>- Numeracy Support</li> <li>- Literacy Support</li> <li>- Compacting the Curriculum for Essential Learning ( High School)</li> <li>- Empowering Courageous Leadership ( Administration, Teachers, Students)</li> </ul>
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<p><b>SSI Performance Indicators</b></p>	<p><b>Regional Targets</b></p>	<p><b>Achieved Results</b></p>	<p><b>Explanation of Difference</b> <i>(if applicable)</i></p>
<p>% of teaching staff from across the region that participate in SSI PD activities.</p>	<p>100%</p>	<p>Yes</p>	<p>COVID restrictions required a modification to aspects of the plan, and all sessions hosted by outside facilitators were delivered virtually.</p>
<p>% of support staff from across the region that participate in SSI PD activities.</p>	<p>0%</p>	<p>Yes</p>	<p>Support staff were not required to participate in these projects, and other learning opportunities were designed for them. On occasion, support staff were involved in training when the topic was particularly relevant and logistics allowed.</p>
<p>Areas of Strength</p>	<p>Our two main areas of Student Agency and Student Wellness allowed for a broad spectrum of learning, and diversity of school needs. Further, given our relationships with our outside facilitators, each was better able to customize sessions for particular school sites.</p>		
<p>Areas for Development</p>	<p>We will continue with Student Agency and Student Wellness as main focus areas. These two main areas fit well with our new strategic plan, which</p>		

	focuses on inspiring learning, cultivating well-being and building relationships.
Additional Comments	We solicited feedback from staff on how to improve the learning associated with these projects and will be adjusting some processes to accommodate the recommendations.

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Student Agency	Year 2 - 2020 - 2021	Yes	As mentioned, some aspects of the programs were adjusted due to COVID restrictions, and did have an impact on the plan.
Student Wellness	Year 2 - 2020 - 2021		
Numeracy Support	Year 2 - 2020 -2021		
Literacy Support	Year 1 - 2020 -2021		
Compacting the Curriculum	Year 2 - 2020 - 2021		
Empowering Courageous Leadership (Admin; Students & Staff)	Year 3 - 2020 2021		

### ***H. Safe School Plans***

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
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BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA
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The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% 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%	
<b>Areas of Strength for the region</b>	Historically, YCS has invested in creating safe school plans that reflect the current research in the area. Further, we have worked to integrate the principles of safe schools into multiple areas, including instruction, PD and policy development.		
<b>Areas for Development for the region</b>	Twelve staff, including three principals and three district administrators have completed Yale's RULER training, which is mandatory to use the resources that accompany the approach. Ultimately, the goal of the approach is to create learning environments that recognise the importance of creating healthy school climates in the learning process, which is also a goal of safe schools. Staff training will be the focus for 2021 - 2022.		
<b>Additional Comments for the region</b>	YCS revised the current year plans to reflect the feedback that was received earlier this year from ECE.		

### ***H. Healthy Relationship Programming***

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy

relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help );
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based <b>healthy relationship programming</b> , including any specific information related to the COVID-19 pandemic.	Each of our schools are mandated to provide healthy relationship programming. This is done through our Religion program, Health program and other specific research based programs. In addition to staff training on restorative circles, self-regulation and Dr Jody Carrington’s approach to the promotion of healthy relationships in schools, YCS is working with Panorama to identify student needs. Further YCS will be piloting the Ruler program in schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	50%	0%	Staff and parent feedback, as well as in-house exploration of such programs led to the decision to discontinue WITS training.
% of schools with grade 4-6 students offering LEADS.	50%	0%	Staff and parent feedback, as well as in-house exploration of such programs led to the decision to discontinue LEADS training.
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	

Areas of Strength for the region	The impact of relationships on learning has been a focus of YCS for many years. In fact, the contributions by many YCS stakeholders in the process of developing our new strategic plan, reinforced the need to continue to have relationship building as a key focus area for the coming years.
Areas for Development for the region	The actions in our new strategic plan related to Building Relationships will outline specific actions.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in (if applicable).	ESJS	WITS, LEADS, 4th R, Second Step, Self Reg.	Yes	
	WCS	Restorative Practices (Whole school), 4th R in Grade 7	Yes	
	ESPHS	4 <sup>th</sup> R, HRPP, TAMI, Jack Chapter, L.I.F.E (Lived Inclusion for Everyone)	Yes	

### ***I. Second Language Education***

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

<b>School Name</b>	<b>Language of SL</b> <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	<b>Type of SL program</b> <i>(core, immersion, intensive)</i>	<b>Grades of SL program</b> <i>(per program type)</i>	<b>% of students enrolled</b> <i>(per program type)</i>	<b>Frequency of SL Program</b> <i>(min/week)</i>	<b>Actual Frequency of SL Program</b> <i>(min/week)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
ESJS	French	Immersion	JK-7	56%	75-100% dependent on grade level	75-100% dependent on grade level	
	French	Core	1-7 No SL for JK	37%	120	120	
WCS	French	Immersion	JK,K, 6,7	17%	JK - 50% K - 100% 6/7- 80%	JK/K: Yes 6/7: no	Staffing issues
	French	Core	1-7 No SL for JK	34%	120	120	
	Wiilideh Yati	Core	JK -7	45%	120	Grade 1 to 3: 105 min Grade 4 to 7 - 140 min	Grades 4 to 7 had one extra period of 35 min
ESPHS	French	Immersion	8-12	25%	50-80% dependent on grade level and student course selection	50-80% dependent on grade level and student course selection	
	French	Core	8-12 (10-12 Choose SL)	40%	120	120	

	Willideh Yati	Core	8-12 (10-12 Choose SL)	19%	120	between 140 -210 minutes	One week: 140 minutes, other week 210 min.
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*\*Please include a row per school /per language /per type of instruction*

## 2. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

### A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.0		1.0	

### B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
ESJS	3.25	4	Based on size of school and dual track school (English and French)	4	Based on size of school and dual track school (English and French)
WCS	2.97	2	Based on student population and additional supports in place	2	Based on student population and additional supports in place
ESPHS	3.25	3.5	Rounded off to 3.5 - as .25 PST is not efficient.	3.5	Rounded off to 3.5 - as .25 PST is not efficient.
<b>TOTAL</b>	9.47	9.5	Rounded it to 9.5 positions	9.5	Rounded it to 9.5 positions

### ***C. Support Assistants***

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
ESJS	22.86	11		12	ESJS had an intake that required an additional support assistant to be placed.
WCS		7		7	
ESPHS		4		4	

<b>TOTAL</b>	22.86		Rounded off to 22 and maintained the .86 for in-take emergencies	23	ESJS was faced with a late in-take that required additional support so the .86 that was being held back was allocated and increased to meet the need for additional support
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#### ***D. Magnet Facilities***

The Territorial Treatment Centre provides services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

<b>Positions</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for variance (if applicable)</b>
Teachers	1.0	1.0		1.0	
Support Assistants	1.0	1.0		1.0	
<b>TOTAL</b>	2.0	2.0		2.0	

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for variance (if applicable)</b>
\$16,000	\$ 16,000		\$16,000	

#### ***E. Inclusive Schooling - Staff Development***

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$84,271	\$84,271		\$10,308	Covid-19 made it very challenging to provide staff development opportunities. A request has been granted to carry the unspent balance over to 2021-2022.

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

<b>Type of Training</b>	<b>Audience Intended (PSTs / Educators / Support Assistants / Principals)</b>	<b>Planned Topic</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
<b>Tier 1, 2, 3 Behaviour Supports</b>	All Staff	Support for Students with Autism,  District, School/Classwide Behaviour Supports  YCS Pyramid of Supports Development	<b>ZOOM</b> ( in person when possible)  <b>Robyn Combres</b>  September - June	No	Covid interrupted Early Thursday rotations of this topic area. Student Support focused on providing SBSTs, teacher/ CA pairs and families support and info via zoom over the entire year instead.
<b>Self Regulation</b>	All Staff	Foundations 1-4	Online TMC	Yes	



		SR Framework Book Study Topics by District YCS SR Facilitator	District workshops Sept-June  <b>Liz Baile</b>		
<b>Understanding the needs of students with Visual Impairment CNIB</b>	ESJ Staff	Awareness Relationship Strategies Instructional Strategies	<b>ZOOM</b>  August-June  <b>Sandy Summers</b> <b>Deb Bignell</b>	Yes	Orientation and Mobility was not done on site training but OM consults were done via zoom. CVI teaching was done online.
<b>Collaborative Planning in Inclusive Schooling</b>	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	<b>ZOOM</b> Oct. 15 Nov. 26 Feb. 26 April 15 May 23  <b>Leyton Schnellert</b>	Yes	
<b>IEP/SSP</b>	PSTs Elementary Staff	Teacher Skill Development in UDL and IEP and Assessment	<b>ZOOM</b>  Sept. 11 Oct 19 Feb 26 May 15  <b>Shelley Moore</b>	Yes	
	PST/Teachers	Making Connections to Curriculum	<b>Oct-May</b>  <b>Range of Experts</b>		

<b>STAFF Training</b>		SIVA/NVCI Toilet Training CA Orientations CA/Teacher SR Self Care Instructional Planning Behaviour Plans PST Role/Resp UDL	In Person YCS Schools By RISC various formats Contractors by Zoom  <b>Liz Baile</b>	Yes	
<b>FASD</b>	All Staff	Consultation/PD Instructional Social Emotional Peer Strategies Life Skills	ZOOM In Person  <b>Stacey Thurman/Am anda Johnston</b>  Oct/Feb/ March	Yes	
<b>Assistive Technology</b>	All Staff  PSTs	PD District Menu of AT  Closing the GAP	Online In Person  October January May October  <b>Trent Hamm TBA</b>  <b>EdTechTeam</b>	Yes	3 PSTs attending Closing the Gap virtually.

The following tables detail the region's approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Staff will be provided a number of training opportunities. <b>PST/Teacher Collaborative Teamwork Year 3 with Dr. Schnellert Collaboration and Pedagogy as PSTs and Teachers.</b> Instructional design for diverse learners will be a continued focus for Dr. Schnellert virtually. The cohort will continue going deeper in designing and collaborating as a pairs, triads, school teams and a district CT. Lesson study format will continue as it has yielded very positive and observable results from and for classroom teachers growth mindset.</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.	<b>100%</b>	100%	All Reg IEP training was complete. Competency based pilot IEPs were slowed down as a NT ECE and YCS decision but each school did a few.
% of educators that have been trained on developing and implementing SSPs this year.	<b>100%</b>	100%	
% of educators that have been trained on the use of flexible strategies this year.	<b>100%</b>	100%	Opportunities were reduced compared to the anticipated opportunities due to COVID.
% of educators that have been trained on the School-based Support Team process this year.	<b>100%</b>	100%	
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	<b>100%</b>	100%	Opportunities were reduced due to COVID.
% of Support Assistants who have been trained on Inclusive Schooling this year.	<b>100%</b>	100%	
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	<b>100%</b>	100%	
% of educators that have been trained on Assistive Technology this year.	<b>100%</b>	100%	Only one week of offerings of teachers/Ed Tech Teachers learning in classrooms.

<p>Areas of Strength for the region</p>	<p>Despite COVID Inclusive School goals and objectives for this year continued with its priorities and PD:</p> <ul style="list-style-type: none"> <li>• Strengthening the role of the PST via mentorship</li> <li>• Strengthening the role of the IS CA via established training framework and response to CAs needs and Admin requests.</li> <li>• 3rd Year complete in the Plan of PST/Teacher instructional collaboration in designing learning for all is completed. Next 3 year phase will start in the fall.</li> <li>• Strengthening schools for IS culture and processes through SBSTs</li> <li>• Continuing with the UDL, Pyramid of Support, Self Reg</li> <li>• Building supports for specific disabilities PD sessions and Programming Supports.</li> <li>• YCS Staff Learning Opportunities on IS that permeates ALL of instruction. (Self Regulation, Instruction Design, Autism PD)</li> <li>• Family Participation in School Transitioning ( MAPS, Highschool Transition Family Planning sessions)</li> </ul>
<p>Areas for Development for the region</p>	<ul style="list-style-type: none"> <li>• Continue to develop confidence with CBIEPs with PST and selected teachers. As training and work is done it becomes clearer the amount of ground work that is required before the IEP is written.</li> <li>• Role and Responsibility of the teacher and CA</li> <li>• Trauma Informed Practices</li> <li>• Role of the Teacher and skilling the teacher</li> </ul>
<p>Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b></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 (\$)
Robyn Combres	Autism Consultant	Student Programming Parent Support	All	Continuing	20,000

Renfrew Educational Services	Cerebral Palsy Low Incidence Disability	Student Programming	ESJ, WCS	Continuing	1,000
Dr. Pappas	Assessment	Student Programming	District	3 months	9,000
Jackie Brooks	OT	Staff Development Student Programming	District	Jan-June	5,000
Lori Twissel	Family Support	Aged Out Students	ESPH ESJ/WCS	May/June As required	2,000
TinyEYE	Speech SLP	Direct Student Therapy	WCS/ESJ	Aug-June	30,000
CNIB	Visual Impairment (CVI)	Student Programming	ESJ	Continuing	Funded by Health
PREPP	Downs Syndrome	Student Programming	ESJ	Beginning	Not needed at this time
Merril Dean	Assessment	Student Programming	District	As required	25,000
Dr. Brent Macdonald	Staff Development	Student Programming	ESPH	2 months	4,000
Shelley Moore	IEP/SSP Development Staff IS PD	Staff PD	District	Continuing	20,000
Dr. Leyton Schnellert	Instructional and Collaborative Mentorship  Tier 2/3 Student Learning (Lit)	PST PD Teacher PD	District	Continuing	15,000
Hanen Centre	Oral Communication	JK-1 Teachers	ESJ/WCS	May 2021	Cancelled till Fall 2021

### ***F Assistive Technology***

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$83,630	25,000	iPads / Computers for TinyEYE	We are under due to the fact that the district office helped pay for a portion of classwide Bluetooth FM systems.  YCS retrofitted the entire school district and replaced all aging FM systems. YCS tiered newer Phonak FM systems to student personal aids in all three schools.
	20,000	FM Systems/ Personal Hearing Aids	
	3,000	RWG License	
	3,000	COVID Wind Shields FM	
	10,000 5,000 2,000	CVI Equipment PECS Systems License + Training Timers	

### ***F. Healing and Counselling***

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
ESJS	\$79,624	\$79,624	Allocate total across the district to be spent according to need	\$79,624	
WCS					
ESPHS					

<b>TOTAL</b>	\$79,624	\$79,624		\$79,624	
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### ***G. Alignment of Student Supports***

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Relationships are strengthened between staff and PSTs by having instructional mentors and guided work time to plan, design effective IEPs, SSPs and UDL support in person and online.</p> <p>YCS continues its work with teachers and families to focus on strengths and competencies rather than a clinical approach. The RISC, Elementary School PSTs and teachers have identified IEP/SSP as a continued priority in redesigning them to reflect a richer instructional classroom community learning lens in each part of the school. What does this competency based goal look like in this part of the school environment in teacher language? This is a continuation of our work with Shelley Moore. The RISC will continue to lead PSTs on working on the revised NT Pilot IEP and focus of this component.</p> <p>Parent participation is a top priority for YCS. The level of involvement from parents and staff for school transitioning, especially from a new school is critical to IS. YCS will continue to make a concerted effort for ZOOM/teleconference from all necessary participants. Meetings on a range of issues to assist their families during COVID will ensure support alignment. Multidisciplinary ZOOM meetings will continue to ensure all supports are aligned or advocated for families in the new year.</p> <p>District PSTs/RISC continually work on improving and creating effective tools to ensure a coordinated approach with health professionals and experts to ensure alignment of resources. Due to COVID meetings will increase in frequency.</p> <p>Teacher skill development on IS will be reviewed and an increased planning will be activated this year for specific IEP students with a range of consultants.</p>
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	<p>PSTs use effective IS processes with teachers that assist students in accessing curriculum. (RWG, UDL, Self Regulation and competencies learning - I CAN statements with multiple means of access points to curriculum) YCS will continue to gather evidence of learning. COVID has changed some types of evidence of learning and expectations. This will be reviewed at PST's meeting to ensure alignment and adjust goals if need be and for authentic reporting.</p> <p>Specialists are coordinated throughout the year to support staff with instructional strategies and special needs techniques for effective IEP/SSP programming and UDL planning. We will be monitoring the effectiveness and benefits of online support.</p> <p>The following practices are in place to review and align resource allocation for students:</p> <ul style="list-style-type: none"> <li>● Class reviews</li> <li>● SBST meetings</li> <li>● PST/RISC meetings</li> <li>● RISC and Admin meetings</li> <li>● Feedback and assessment reviews</li> </ul>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	0% Due to COVID19 we are unable to determine this at this time		



<p>% of teachers using Class Profiles (Class Reviews) in their lesson planning.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.</p>	<p>100%</p>	<p>100%</p>	
<p>Number of students in temporary residency situations or homebound for whom education programs are provided.</p>	<p>0% Due to COVID19 we are unable to determine this at this time</p>		
<p>Number of times per month that the RISC meets with PSTs via video/phone conference?</p>	<p>As needed</p>	<p>Yes</p>	
<p>Number of times per year that the RISC meet with the PSTs in person</p>	<p>1/month as needed</p>	<p>Yes</p>	
<p>Areas of Strength for the region</p>	<p>YCS has a well established transfer of information processes on student progress throughout the school year. Timely data is collected by various staff, collated and shared for different purposes. The RISC and PSTS spend time each year to upgrade, refine and revise these processes to ensure they reflect the IS directive and progressive IBL/UDL student programming. Every YCS role (RISC, Admin, PSTs, Teachers, CAs) are accountable to accurate and authentic transfer of information processes, student growth and time is provided for staff to get that accomplished.</p> <p>Competency Based Individual Education Plans (CBIEP) fit with the vision and Strategic Planning that YCS embraces on I AM CAPABLE - innovative, inspired learning and what is visible learning for all students. YCS is in its 4th year of moving and exploring classroom based IEPS.</p> <p>RISC makes it a priority to spend time in schools and ensure timely responses for all Admin/ PSTs/School requests and needs. RISC directly mentors new PSTs with scheduled meetings and one to one check ins.</p>		
<p>Areas for Development for the region</p>	<p>Effective teacher professional development with respect to neurodiverse students is still a challenge. Young or new to the north, teachers require more time from PSTs. PSTs are noting a trend of supporting teachers on the basics of</p>		

	<p>classroom management and literacy programming for struggling readers. RISC and PSTs are working on a plan of how to support teachers and principals in skilling teachers on IS practices, tiered supports and the different disabilities. UDL is a priority and will be for the long haul.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>The lack of school aged services from Health continues to be an ongoing stressor for families, PSTs, teachers and the RISC. Families who have children with complex needs are still looking to schools to provide direct speech and OT therapy along with recommendations. We are struggling to find trainers in these areas and do not feel confident in having some CAs with minimal training to deliver recommendations from consultative SLP/OT specialists. This is a concern for PSTs and the RISC with respect to the impacts it has on student growth and academic achievement.</p>

***H. Flexible Instructional Strategies***

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>School staff are growing in their understanding of UDL by participating in PD opportunities and guided planning time: Literacy Daily 5, Math Daily 3, Read Write Gold (RWG), Inquiry Based Learning (IBL). Principals lead schools with an IS lens and are supported by accessing IS resources, PD opportunities for staff and allocated IS funds.</p> <p>Principals will be working closer with PSTs on IEP and SSP on how to understand and ensure a revised accountability this year under the conditions of COVID and remote learning. Principals will be involved in discussions of what UDL strategies and how it relates to SSP, IEPs and how it can be facilitated under COVID environment conditions and remote learning.</p>
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	Assistive technology in the classrooms is understood but not realized for all learners. PSTs and other staff will continue to work in this area. PSTs will have access to online training this year.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% 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%	During remote learning times PSTs scheduled times where they popped into virtual classrooms, scheduled meetings and we continued to offer teachers support with consultants.
% of support assistants who will meet with PST at least once a month.	100%	100%	During remote learning PSTS did connect with CAs via email and online but the frequency depended on the child and the needs of parents during COVID.
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	During remote learning CAs were assigned to participate with whole class learning and connecting with the students upon teacher/PST request. Times during these periods were reduced due to teacher workload.
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%	0	COVID

<p>% of schools that have a fair process for equitable access to extracurricular activities.</p>	<p>100%</p>	<p>0</p>	<p>COVID</p>
<p>Areas of Strength for the region</p>	<p>YCS has systems in place with various roles (RISC, Admin, PSTs, Teachers) for timelines with regards to the SSP/IEP timelines.</p> <p>CBIEP fits with the vision and Strategic Planning that YCS embraces on I AM CAPABLE - innovative, inspired learning and what is visible learning for all students. YCS is in its 4th year of moving to and exploring classroom based CBIEPS. Classroom Assistants have a blend of professional development and training. Feedback indicates that Classroom Assistants are happy with the offerings. PSTS and Admin report satisfaction and feel that Classroom Assistants are getting quality PD in the areas of IS.</p>		
<p>Areas for Development for the region</p>	<p>The increase of CA requires YCS to focus on the adult relationship between CA and teachers. More work training Classroom and Speciality teachers will be the priority next year. New Classroom Assistants need growth plans as well as evaluations. This will be looked at next year. Increase of CAs impacts the workload of PSTs and teachers. The increase of CAs impacts students' work behaviours and how they relate to the different adults in their circle. Programming decisions and who carries out the student's programming and the accountability increases requires time for teachers. How to give teachers more time with the different CAs will require development.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

### ***I. School-based Support Team***

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<ul style="list-style-type: none"> <li>● Principals set up specific team times in the school timetables.</li> <li>● Ensure staff refers students to the team.</li> <li>● Principals meet with PSTs on a regular basis to move programming forward.</li> <li>● Superintendent ensures Principals are committed to SBST time</li> <li>● Principals work with PSTs to ensure team referrals, minutes and follow through are completed in a timely fashion.</li> <li>● RISC provides support to SBST for required expertise and/or support services to ensure goals and objectives are achieved.</li> <li>● ZOOM /GOOGLE MEET Meetings are coordinated with RISC and School Teams on a monthly basis</li> <li>● ZOOM Meeting/Emails and Conference calls with parents take place to information share team meeting actions plans.</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	0%	During remote learning this did not occur. However, Principals worked with PSTs to do special check-ins with teachers with high profile classes or upon teacher request.
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	

% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%	100%	
% of SBST meetings that focus on solving specific problems	100%	100%	
% of SBST meetings that address systemic issues in the school	100%	100%	
Areas of Strength for the region	<p>YCS successfully facilitates the team approach in various formats in schools on a 6 day cycle.</p> <p>More emphasis has been put on “intensive team planning” processes with Admin, teachers, CAs, PSTs with the RISC to ensure challenging students are getting the interventions they need.</p> <p>SBSTs hold different seasonal topics and agendas to ensure a balanced approach.</p> <p>Administrators are committed to their presence at all SBST meetings. One or more are in attendance.</p>		
Areas for Development for the region	<p>Increase data collection on follow through</p> <p>Accountability of interventions and teacher support</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>ZOOM /Google Meetings have proven successful during COVID-19 but did create fatigue and different time use for PSTs</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	ESJS	45 mins per 6 day cycle	Yes	During remote learning these meetings were done with just the Admin and PSTS for planning.
	ESPHS	Once a week 1 period	Yes	During remote learning these meetings were done with just the Admin and PSTS for planning.
	WCS	3/month (70 min)	Yes	During remote learning these meetings were done with the Admin and PSTS for planning.

## Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<ul style="list-style-type: none"> <li>● YCS IEP/SSP processes are standardized across the district.</li> <li>● RISC and new PSTs will work together on skill development and mentorship.</li> <li>● 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.</li> <li>● Specific transitional years and protocols are established and ensure smooth transitions.</li> <li>● Parents experience support and input when they are included in assessment meetings, IEP/SSP program planning, review periods and decision-making.</li> <li>● Comprehensive Person Centered Planning, transition mapping will happen 4-5 times over the course of schooling with SBST members, RISC and other caregivers. <b>(COVID dependent)</b></li> <li>● Priority is piloting a new IEP process that parents, teachers feel is easier to understand.</li> <li>● <b>COVID accommodations are in place for all students on IEPs.</b></li> <li>● Parents who have students on IEPs/SPP are provided ZOOM/Google Meet access for a range of programming discussion needs according to reg. school year parent reporting timelines and when needed.</li> <li>● <b>Staff are providing revised programming during Remote Learning/COVID based on each students’ context and accessibility.</b></li> <li>● <b>RISC has increased participation in IEP/SSP and Parent planning during COVID19 conditions.</b></li> <li>● <b>PSTs will be training on blending learning/IEPs with Shelley Moore.</b></li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers completing SSPs for student requiring them in consultation with parents.	100%	100%	Please note that IEP and SSP expectations changed when students were in remote learning. Staff worked on adapting, revising and supporting parents at this time. Consultants were used to support staff and parents as needed.
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents participating 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	<p>SSP/IEP development is a priority in district operations. Meaningful SSPs/IEP being translated in the classroom is increasing. PSTs are feeling more confident in helping teachers, students and parents use the language of I Can statements and UDL strategies.</p> <p>Student's voice in SSP/IEP is increasing as teachers and PSTS now use student and interest inventories and specific parent questions in IEP/SSP development.</p> <p>High School has a strong transition process for students leaving high school. Admin have committed to this process and parents have appreciated this priority.</p>		
Areas for Development for the region	<p>YCS has a goal to revise the SSP process with staff. Teachers' identification of access points needs to increase. Increased accountability and authentic assessment of how the SSP/IEP</p>		



	is translated into the classroom needs to be further developed. Visible evidence of process and product is a focus for the district and will hopefully help assist in achieving this depth and fidelity.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

**J. PST Activities**

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	<ul style="list-style-type: none"> <li>• The RISC and PSTs meet regularly to review time management, design ways to problem solve and work with principals to ensure effectiveness.</li> <li>• RISC has a goal for each PST in their skill development</li> <li>• RISC mentors each new PST on the standards of practice</li> <li>• RISC has developed a PD/mentorship plan with the admin where 3 new PSTs will be working in the new year.</li> <li>• New PSTs will experience PST Mentorship from PSTs and RISC</li> <li>• The RISC assists PSTs to design checklists and tools that will streamline and align the different duties and expectations.</li> <li>• The PSTs share their experiences as a collaborative team of how to best use their ability to maintain the priority use targets.</li> <li>• PSTs are required to do a joint book study with the RISC to move the role forward and evolve.</li> <li>• PSTS set yearly priorities with the RISC on where they need further development.</li> <li>• Elem administrators will be required to join 3 half days with PSTs and RISC</li> <li>• Highschool admin will attend all Zoom meetings with PSTs</li> </ul>
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	<ul style="list-style-type: none"> <li>• Tools are digital, updates and specific to the PST role. They are created, shared, reviewed and refined to help PSTs be efficient and confident in their time use. Tool creation is a collaborative process and is accessible to not only the PSTs but to the District Leadership Team.</li> <li>• Record Management will be reviewed for sustainability and capacity.</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
Areas of Strength for the region	YCS works to ensure the PST role is well supported. PST orientation, team building, RISC mentorship, PST PD is the foundation to support staff in this challenging and complex role. Consultants, PST meetings, PD support PSTs in their work. PST are given time to work on their craft. The 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 with special needs.		
Areas for Development for the region	Educating staff on the role of the PST needs to be developed. Continuing time priority use for PSTs is ongoing work and a challenge. Administrators and staff understanding of PST time use and role is still a challenge. District is working on ways to create more independence for classroom teachers to take on more ownership of student programming.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	PST turn over is difficult for Administrators and schools. Administrators expressed concern when PSTs are not in the building. PSTs need time to be properly trained and acquire their breadth of required skill set. The increase of Jordan's Principle funds, while a positive thing, has undoubtedly had an impact on the PST role and increased the PST workload.		

	Classroom teachers lack time and/or confidence to work on how to implement those additional supports, this then defaults to PSTs. We are working with teachers to ensure they understand they also have a responsibility to train and support Assistants in terms of classroom procedures and expectations on a regular collaborative basis. We are developing the understanding of everyone in the district regarding the Teacher/Assistant relationship: To gain a deeper understanding of your job or the team's job is everyone's responsibility to communicate, collaborate and provide insight for each other and with each other. Inclusive Schooling is rapidly changing and so better understanding of the role and the role of the teacher, admin is critical.
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# 1. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

## A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0		1.0	

## B. Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
ESJS	4.83	1.6		1.6	
WCS		1.7		1.7	
ESPHS		1.53		1.53	
<b>TOTAL</b>	4.83	4.83		4.83	

*Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.*

Some regions have indicated difficulty in filling Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	Pre-Covid, to support our Indigenous Language program, we hired Elders in the classroom matched with an ILE staff person in the high school programming. We also have provided our Indigenous Language Instructor at Weledeh with Elder support.
What plans do you have to recruit and train language teachers in the future?	We are looking to hire additional Language staff to replace our ILE Support staff member. We will also be looking at supporting staff who wish to participate in language courses.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	We will feel the loss of Elders in the school to support our language program. The COVID-19 pandemic also influenced the decision of one of the ILE staff members to not return to YCS for the fall but rather return home to be close to and care for an elderly grandmother. We are also concerned with running our on-the-land camps and exposing our elder resource people to numerous students and teachers, despite it being outdoors.

## C. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to

welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budget ed (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>3<sup>rd</sup> Party Funding (\$) &amp; Source (If applicable)</b>
ESJS	\$97,389	\$27,208		\$28,352		
WCS		\$35,856		\$37,363		
ESPHS		\$34,324		\$35,767		
<b>TOTAL</b>	\$97,389	\$97,389		\$101,483	In May schools were shut down due to a COVID outbreak, cancelling a camp of ours. Some of the money we allotted for this camp was then spent on other resources as it didn't look like we would be back in time to reschedule the missed camp. However, when we went back we made it	

					work and got the students their culture camp putting us over budget. The hope was for the elders who were speaking and teaching the language at camp to come out of the ILE staff pot.	
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***D. Building the School-Community Relationship***

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to build the school-community relationship in all schools, including any specific information	To build relationships with our Indigenous families and community we hope to organize many cultural activities at the school level for families to attend. We honour the traditional territory that we live on and provide land acknowledgement in school and throughout the district to give respect to the land and the local Indigenous peoples. <b>Although large assemblies will not be part of the return to schools in the fall, we</b>
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<p>related to the COVID-19 pandemic.</p>	<p>will be encouraging our schools to include land acknowledgement as part of our virtual gatherings. We will be looking at ways to video Elders and teachings to share with our schools in a virtual format.</p> <p>We will be planning our Indigenous Language and Culture camps with on the land activities with our YKDFN resource staff this year, keeping social distancing protocols in mind. The newsletters from the camps will be sent home, and shared on our website to connect our families with the learning and the experience of our students.</p> <p>Should restrictions on large gatherings be lifted, we hope to resume our community building cultural experiences including the YCS Hand Games tournament, family sewing workshops, the tea and bannock family events following the culture camps, the Weledeh community feast and WCS jigging performances.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with an ILE Committee	100%	100%	
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%	0%	No Elders allowed in schools due to Covid. We used our Elders at camp as much as possible.
% of schools hosting community gatherings rooted in local cultures	100%	70%	Schools did a few distanced, and online ceremonies/gatherings while being cognizant of keeping them appropriate.
Areas of Strength for the region	<p>All schools have ILE teams that are dedicated to supporting Indigenous Language and Culture in their schools.</p> <p>All students from JK - Grade 9 participate in a one day, seasonally based camp experience. Some classes at the Grade 10-12 or students who are part of the Cultural Leadership group are invited to attend a camp experience.</p>		

Areas for Development for the region	<p>We continue to look at ways to increase our use of Indigenous language in daily activities.</p> <p>We continue to support teachers to connect culture and language (Dene Kede and OLC) into our daily lessons/subjects.</p>
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>The Covid restrictions prevented us from having Elders in the schools. We tried our best to make up for this by utilizing our Elders at camps, creating language and culture videos with our Elders, and having our Elders work on translations.</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	ESJS	Part-time, Event Specific	100%, Elders involved in camps. Language/ Resource position in school part-time teaching language, sewing, etc. -Jordan's Principle Community Liaison Position added to staff (full time)	
	WCS	Part-time	100%, Elders involved in camps. Language/ Resource position in school part-time teaching language, sewing, etc.	



			Jordan's Principle Community Liaison Position added to staff (full time)	
	ESPHS	Part-time, event specific	100%, Elders involved in camps. Language/ Resource position in school part-time teaching language, sewing, etc. Jordan's Principle Community Liaison Position added to staff (full time)	
Types of events/ projects involving cultural resource people per grade level	ESJS	<ul style="list-style-type: none"> <li>• Culture Camp has four-five resource persons per grade per camp day</li> <li>• Tent Frame programs as needed basis</li> <li>• Options when regularly programmed matches one resource person to a Grade 6/7 group</li> </ul>	100%	Options were organized differently this year. One class participated in a sewing project without a resource person due to COVID, but with ILE coordinator support
	WCS	<ul style="list-style-type: none"> <li>• Culture Camp has four-five</li> </ul>	90%	The Indigenous Language classes

		<p>resource persons per grade per camp day</p> <ul style="list-style-type: none"> <li>• Indigenous Language classes, has Elder support Jk-7 three days per week during regular programming</li> <li>• Genius Hour has one resource person with a small group of Grade 4-6 student</li> <li>• Tent Frame program one resource person as needed</li> </ul>		<p>were unable to have an Elder due to Covid:</p> <ul style="list-style-type: none"> <li>• Indigenous Language classes, had Elder support JK-7 three days per week during regular programming</li> <li>• Tent frame was used by classes with the Wolves on the Land teacher, but Culture resource staff were not able to be on site due to COVID.</li> </ul>
	<p>ESPHS</p>	<ul style="list-style-type: none"> <li>• Culture Camp has four-five resource persons per grade for grade 8 and 9, plus Northern Studies classes per camp day</li> <li>• Tent frame activities as needed</li> </ul>	<p>100%</p>	

Type and frequency of school-community gatherings(family fun nights, feasts etc.) offered to build school-community relationships	ESJS	<p>1. Website/Virtual Assemblies with Land Acknowledgement Fine Arts Night in May for families</p> <p>Weekly Sewing workshop for parents and children held for six weeks held in Spring.</p> <p>YCS Hand Games and Traditional Sport tournament scheduled for Feb. 2021</p>	<p>1.Yes 2.No 3. No</p>	<p>Land acknowledgements are happening more frequently but the Sewing workshop was not possible this year. The Hand Games tournament was also unable to run due to COVID</p>
	WCS	<p>Website/Virtual Assemblies with Land Acknowledgement</p> <p>Weekly Sewing workshop for parents and children held for six weeks held in Spring.</p> <p>YCS Hand Games and Traditional Sport Tournament Scheduled for Feb 2021</p> <p>Community Feast and Drum Dance</p>	<p>Yes  No</p>	<p>Land acknowledgements done regularly in virtual assemblies and liturgies</p> <p>Covid Restrictions did not allow for the Sewing workshop or the YCS Handgames tournament this year.</p>
	ESPHS	<p>Website/Virtual Assemblies with</p>	<p>Yes/No</p>	<p>Land Acknowledgements included in virtual</p>

		Land Acknowledgement YCS Hand Games and Traditional Sport tournament Scheduled for February 2021		assemblies as well as posted around the school
# of ILE Plan goals met, not yet met or still in progress	ESJS	100%	4 Goals Met, 5 in progress	Connections with resource people difficult due to COVID
	WCS	100%	4 Goals met, 5 in progress	Staff training like the Blanket project had to be postponed due to COVID
	ESPHS	100%	5 Goals Met, 3 in progress, 1 not met	Blanket Training for Staff and community members into the school were not possible due to COVID
Type of Indigenous content visible within school within school and % of school used to display content. <i>(e.g. artifacts, Indigenous role models, Elders' wall, etc.)</i>	ESJS	100% of school content is visible in display cases, seasons board, Dene Law posters	100%	
	WCS	100% of school has content visible in wall displays, glass etching, display cabinets, dene law posters, classroom displays, etc	100%	
	ESPHS	100% of the school Content	100%	

		visible in Display cases, seasons board, Dene Law posters		
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***E. Strengthening Training for Northern Educators***

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>It is our goal to enhance educators' knowledge of Indigenous people and history on local, regional and national level. This includes exploring the history and impact of colonization, with an intention to bring an informed and critical perspective to our educational practices. To provide this training, we will be promoting appropriate Indigenous Education resources, updating our website, and communicating best practices for Indigenizing classrooms throughout the year.</p> <p>We are planning different PD Sessions for Educators to attend to promote learning. This will either be done through our Learning Together Tuesdays, or through a Google Meet, virtual format. We also hope to continue to have teachers attend small group/grade level training that is specific to their classroom programming, rather than a district-wide approach. We have found this to be more effective in regards to the teacher learning being transferred to the students in the classroom and through on the land activities.</p> <p>Other training opportunities include the information on the Residential School system which is offered as part of the New 2 the North conference, held virtually this year. We will be promoting resources and supporting school activities for Orange shirt day this year as well.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	PD offered differently this year due to COVID. Teacher PD, including language instruction, was embedded in class activities while at Culture camp and in a pre-camp presentation. Schools also used PD opportunities to explore Dene Kede.
Type of Residential School Awareness Training provided and # of teachers/staff participating.	-Learning Together Tuesday session -Orange Shirt Day activities -Blanket Training exercise	33%	Learning Together Tuesday sessions did not happen nor did Blanket exercise as large groups were not permitted to come together due to COVID
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	Indigenous Language Instructors accessed all PD opportunities offered by ECE including a language workshop in the Spring. YCS also implemented monthly Early Thursday sessions to allow ILI's to work together. On the land opportunities for teachers as part of their Culture Camp experience was very successful as well.		
Areas for Development for the region	We need to implement Blanket Exercise Training for staff as soon as indoor limits are lifted.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID has meant that offering teacher PD has been difficult due to limits, and due to substitute shortages. To offset this situation, class presentations were offered		

	to present teachers with needed information about protocols and cultural lessons before their camp.
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	ESJS	100%	100%	
	WCS	100%	100%	
	ESPHS	100%	100%	
Number of local resource people and type of involvement in Cultural Orientation activities.	ESJS	4 Resource People/Camp Specific PD Day, Additional Presenters when allowed	2 Elders, 3 drummers	Camp specific Pd was not allowed this year however a district wide PD was offered with a key cultural experience of Feeding the Fire.
	WCS	4 Resource People/Camp Specific PD Day Additional Presenters when allowed	2 Elders, 3 drummers	Camp specific Pd was not allowed this year however a district wide PD was offered with a key cultural experience of Feeding the Fire.
	ESPHS	4 Resource People/Camp Specific PD Day Additional Presenters when allowed	2 Elders, 3 drummers	Camp specific Pd was not allowed this year however a district wide PD was offered with a key cultural experience of Feeding the Fire.

***F. Employing a Whole School Approach to Language Use***

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along

the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)</p>	<p>Our goals continue to be to:</p> <ul style="list-style-type: none"> <li>• Infuse language throughout the whole school, thereby, increasing exposure</li> <li>• Ensure all school staff have a role in the revitalization of language as well as becoming champions of the language</li> </ul> <p>In order to achieve our goals, the three schools in the district are committed to the learning and usage of the greetings in Wiliideh Yati. Staff practice their language at morning posts, in classrooms and on announcements. Additional work is being done in the translation of school prayers and signage, including the COVID rules.</p> <p>Additional language opportunities are provided in a variety of ways: through staff meetings, co-planning sessions with ILE Staff, PD opportunities for camp specific vocabulary, a combined effort with our Tech specialist to create videos, and building classroom resources.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	All YCS schools have signage about the Dene Laws and cultural displays with Indigenous languages. Greetings		



	and prayers are part of the morning announcements in language. Google Slide presentations and QR codes teaching language are available at all three schools.
Areas for Development for the region	We continue to increase the amount of language displayed and spoken in our school, and we continue to develop additional innovative ways such as QR that link to sound bytes with language.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Large group activities like the Weledeh Feast and the YCS Hand Games had to be postponed due to COVID protocols.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	ESJS	<ul style="list-style-type: none"> <li>● Signage</li> <li>● Greeting/Phrases</li> <li>● Morning Announcements</li> <li>● Assemblies</li> <li>● Liturgies</li> <li>● Project/event specific</li> </ul>	100%	
	WCS	<ul style="list-style-type: none"> <li>● Signage</li> <li>● Greeting/Phrases - Staff</li> <li>● Morning Announcements daily /Assemblies</li> <li>● Project/event specific</li> </ul>	100%	
	ESPHS	<ul style="list-style-type: none"> <li>● Signage</li> <li>● Morning Announcements</li> <li>● Assemblies</li> <li>● Liturgies</li> <li>● Greetings/phrases</li> </ul>	100%	

**G. Indigenizing Teaching & Learning Practices**

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involving 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 &amp; Learning Practices, including any specific information related to the COVID-19 pandemic. (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 and to incorporate ways to Indigenize our schools and classrooms.</p> <p><b>This year, there will be a strong focus on Dene Kede in our classrooms. Due to limits on visitors and gatherings due to COVID, we must increase teacher confidence to use teaching materials and share with their classes with ILE Coordinator support. Co-teaching and collaborative opportunities will be increased to support teachers with their Dene Kede use.</b></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. Focussing on the individual in relationship to community is aligned with traditional teachings.</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, when they are permitted, include youth drummers leading prayers and students learning prayers in Wiliideh yati. At culture camps, students are taught by elders about the importance of feeding the fire and offering thanks to ancestors and Creator. We will encourage schools to Indigenize their prayer tables, as has been done by Ecole St. Patrick High School. As assemblies have moved to a virtual format, schools strive to include</p>
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	prayers in Wiliideh Yati, and visual representations of Indigenous spirituality.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	YCS has accessed many opportunities to learn how to integrate the Dene Kede more successfully. This includes the PST's accessing ECE opportunities to learn Dene Kede to support their teachers, PD sessions and self-directed PD opportunities to learn how to best use resources, and building more pre and post camp opportunities into student learning.		
Areas for Development for the region	We need to continue to support teacher learning on how to Indigenize our teaching by rooting our learning in hands on, land based collaborative learning, independently.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each	ESJS	<ul style="list-style-type: none"> <li>Land based spiral learning to build on prior understanding</li> </ul>	Yes, Dene Kede integration opportunities offered to staff through weekly	

<p>school. (e.g. holistic, relational, spiral and experiential)</p>		<ul style="list-style-type: none"> <li>each year to increase skills Collaborative Teaching using Dene Kede and elders teachings, with culture support staff, to incorporate in classroom culture and other curriculum areas</li> </ul>	<p>times by ILE Coordinator</p>	
	WCS	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>Land based spiral learning to build on prior understanding each year to increase skills Collaborative Teaching using Dene Kede and elders teachings, with culture support staff, to incorporate in classroom culture and other curriculum areas</li> </ul>	<p>Yes, restorative practices and Dene Kede integration are part of daily school culture.</p> <p>Classes receive on the land opportunities as part of the Wolves on the land program weekly</p>	
	ESPHS	<ul style="list-style-type: none"> <li>Land based spiral learning to build on prior understanding</li> </ul>	<p>Yes</p> <p>1. All grade 8-10 students and specific Grade 11-12</p>	

		<ul style="list-style-type: none"> <li>• each year to increase skills Collaborative Teaching using Dene Kede and elders teachings, with culture support staff, to incorporate in classroom culture and other curriculum areas</li> </ul>	<p>classes/students attended on the land camps.</p> <p>Yes</p> <p>2. Collaborative Teaching using Dene Kede is part of the daily school structure.</p>	
<p>Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.</p>	<p>ESJS</p>	<ul style="list-style-type: none"> <li>• Unit activities to increase learning associated with on-the-land camps</li> <li>• Promote use of Indigenous experts in classrooms (eg. authors, traditional knowledge holders, etc)</li> <li>• Incorporating Wiliideh language or drumming into liturgies and prayer</li> <li>• Indigenizing displays, prayer tables, in our classrooms.</li> </ul>	<p>Yes</p> <p>1. Each class participated in a camp with a binder unit, each grade had a camp per month.</p> <p>ILI hired to work in JK-2 classes two periods per week.</p> <p>ILE Coordinator offered sessions two days per week</p> <p>Cultural Resource staff not able to be in the school due to COVID</p>	

	WCS	<ul style="list-style-type: none"> <li>• Unit activities to increase learning associated with on-the-land camps</li> <li>• Promote use of Indigenous experts in classrooms (eg. authors, traditional knowledge holders, etc)</li> <li>• Incorporating Wiliideh language or drumming into liturgies and prayer</li> <li>• Indigenizing displays, prayer tables, in our classrooms.</li> </ul>	<p>Yes Each class participated in a camp with a binder unit, each grade had a camp per month.</p> <p>Use of authors and traditional knowledge holders part of IBL units, and weekly lessons</p> <p>Liturgies/ Assemblies happened monthly with an Indigenous connection</p>	
	ESPHS	<ul style="list-style-type: none"> <li>• Unit activities to increase learning associated with on-the-land camps</li> <li>• Promote use of Indigenous experts in classrooms (eg. authors, traditional knowledge holders, etc)</li> <li>• Incorporating Wiliideh</li> </ul>	<p>Camps offered to ESPHS three times per year with related activities Prayer tables remained with Indigenous artifacts daily Classrooms utilized traditional knowledge as part of monthly units.</p>	

		language or drumming into liturgies and prayer ● Indigenizing displays, prayer tables, in our classrooms.		
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**H. Indigenizing Content for Curricula & Programming**

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</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 which includes suggestions for families to try at home, VR experiences, legends, and public resource documents are included.</p> <p><b>This year, there will be a strong focus on Dene Kede in our classrooms and due to limits on visitors and gatherings due to COVID, we must increase teacher confidence to use teaching materials and share with their classes with ILE Coordinator support. Co-teaching and collaborative opportunities will be increased to support teachers with their Dene Kede use.</b></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. This will focus on using the Dene Kede as a guide and blending into all curricular areas. They will be part of a “push-in model” or “Co-teaching”,</p>
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	<p>where they can suggest, help develop resources and work with teachers and students to guide the permeation of Indigenous culture in all aspects of the curriculum and school culture.</p> <p>Project based and Inquiry learning also provides an avenue for Indigenizing curriculum. Our elementary schools will continue to offer the Options program at ESJS and the Genius Hour project at Weledeh Catholic School. These individual passion projects allow students to explore authentic learning about passion projects, including culturally relevant topics.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	Teachers are making more natural connections to Dene Kede in their classes. There has been an increase in the use of our cultural resources (kits, books, legends, etc). Tent frames are being used weekly and sometimes daily, and are incorporated into special events planning like Literacy week and Orange Shirt Day.		
Areas for Development for the region	Continue to showcase and build teacher competence with use of Dene kede both in class activities and whole school activities.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including	ESJS	Monthly PD offered in a variety of ways including: shared resources, teachers sharing promising practices, website,	Yes	



Dene Kede / Inuuqatigiit and other resources as required.		planning meetings, videos, PD Sessions, Camp experiences		
	WCS	Monthly PD offered in a variety of ways including: shared resources, teachers sharing promising practices, website, planning meetings, videos, PD Sessions, Camp experiences	Yes	
	ESPHS	Monthly PD offered in a variety of ways including: shared resources, teachers sharing promising practices, website, planning meetings, videos, PD Sessions	Yes	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	ESJS	100%	100%	
	WCS	100%	100%	
	ESPHS	100%	100%	
Type of <b>classroom based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	ESJS	-Use of resources including videos of Wiliideh language activities, Indigenous books, Wiliideh Language presentations connected to science units, legend stories, post camp activities, JK bin activities and the NWT Our Languages website -Use of the tent frame by classes as an alternate and Indigenous learning space -Encourage use of Project based learning to include learning experiences with Indigenous themes	Yes	
	WCS	-Prayers in Wiliideh Yati -Including Months, seasons, and days of the week in Wiliideh Yati in classrooms and posting as a visual in classrooms	Yes	Was not possible to have elders in due to Covid restrictions

		<ul style="list-style-type: none"> <li>-When possible, inviting Elder Verna in classes to share legends and teachings</li> <li>-Best practices using Dene Kede to be shared during Common Planning or Early Thursday</li> <li>-Wolves on the land programming provided to classes</li> <li>-Encourage use of Project based learning to include learning experiences with Indigenous themes</li> </ul>		
	<b>ESPHS</b>	<ul style="list-style-type: none"> <li>-When possible, include resource people into classes to share traditional knowledge</li> <li>-Orange shirt day activities to teach all students about residential schools</li> <li>-Dene Law posters displayed in all classrooms</li> <li>-Tent frame used by Wildlife and Experiential Science</li> <li>-Creating a bank of activities to share Dene Kede activities and best practices for classes and making these practices more visible throughout the whole school</li> </ul>	Yes	

***I. Offering Key Cultural Experiences***

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>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>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. <b>Due to Covid, our camps may look different this year and target different audiences.</b></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> <p>When camp programs and on-the-land opportunities happen, videos and VR experiences will be created so that the knowledge and teachings can be shared with others virtually.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Our success lies in a well developed, well maintained and integrated On-the-Land program providing a one day on the land culture camp to each student from Jk-9, including pre and post activities to be completed in class. Projects are shared amongst teachers to share ideas and ways to extend the learning beyond the camp. Teacher comfort and independence in use of the outdoor wall tent is increasing and the need for additional support from our culture support worker is decreasing. Additional initiatives include more sewing opportunities in the classroom, more lessons offered in</p>		

	a natural environment, and more awareness of the importance of including Indigenous Language and culture in daily activities.
Areas for Development for the region	YCS will continue to encourage more teachers to use the wall tent by providing additional training sessions and by having peers showcase their use of the wall tent for all learning experiences.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (If applicable)
Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b> , by grade level, and % of Indigenous language included in experience.	ESJS	A camp day is planned for each class from JK-7 to have an on the land experience with seasonally appropriate events. Language use is taught and encouraged throughout the day. (100%)	Yes	
	WCS	A camp day is planned for each class from JK-7 to have an on the land experience with seasonally appropriate events. Language use is taught and encouraged throughout the day. (100%)	Yes	
	ESPHS	Each class of Grade 8 and 9 students will	Yes	Each Grade 8 and 9 homeroom class was

		participate in a one day of Waterways camp offered in Spring 2021. Language use is taught and encouraged throughout the day. (100%)		offered a camp experience. The days offered were: 3 Grade 8 Homerooms attended Trapping Camp, 3 attended Waterways camp, and Grade 9 homerooms attended Beaver and Muskrat camp.
Type and frequency of relevant and authentic key cultural experiences occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.	ESJS	<p>Frequency: K-7 Weekly</p> <p>Types:</p> <ul style="list-style-type: none"> <li>Options Program (grade 6/7) offers students opportunity to select Indigenous activities based on their interests</li> <li>Culture Camps</li> <li>Guest speakers (virtual if not allowed in person)</li> <li>Use of on site Culture space using land based teachings</li> <li>JK Drumming presentation</li> <li>Legends used in classes</li> </ul>	<p>Options: Yes, but altered</p> <p>Culture camps: Yes</p> <p>Tent frame: Most classes accessed the tent monthly, with some groups coming weekly</p> <p>JK Drumming : NO</p> <p>Legends: Yes</p>	Options programs had to change due to COVID as Resource staff were not allowed in schools. Options were done in classroom bubbles, and done as a whole class. One Grade 6 class worked on mitt-making weekly to have a cultural based activity JK Drumming presentations not possible as a Drummer was not allowed in the school due to COVID
	WCS	<p>Frequency: JK-7 Weekly</p> <p>Types:</p> <ul style="list-style-type: none"> <li>Genius Hour Program offers students opportunity to select</li> </ul>	<p>Yes to most activities but no to JK Drumming</p>	JK Drumming presentations not possible as a Drummer was not allowed in the school due to COVID

		<p>Indigenous activities based on their interests</p> <ul style="list-style-type: none"> <li>• Culture Camps</li> <li>• Guest speakers (virtual if not allowed in person)</li> <li>• Use of on site Culture space using land-based teachings</li> <li>• JK Drumming presentations</li> </ul>		
	ESPHS	<p>Frequency: Weekly 8 -12</p> <p>Types of Events:</p> <ul style="list-style-type: none"> <li>• Culture Camps</li> <li>• Guest speakers (virtual if not allowed in person)</li> <li>• Use of on site Culture space using land based teachings</li> <li>• Use of legends and traditional knowledge in classes</li> </ul>	Yes to everything , but didn't get many virtual speakers.	Not many virtual guest speakers. Many of the elders and speakers we were hoping to get were unfamiliar or uncomfortable doing this virtual.
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	ESJS	100%	100%	At camp situations
	WCS	100%	100%	At camp activities, a Feed the Fire Ceremony, and after school sewing workshop
	ESPHS	100%	100%	At camp activities.

## J. Strengthening Indigenous Language Instruction

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>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.</p> <p>We will continue to work on translating resources to make books and activities for our district and region in Wiliideh Yati as well as to promote the GNWT OLC resources that are available. Teachers will be supported with a push-in model to incorporate Indigenous language in the classroom.</p> <p>We work to value and infuse meaningful experiences and teaching of elders into school programming. When we can return to regular programming, we will have had an elder in the class at our core language schools, 3 times a week to encourage students hearing language between adults in a conversational manner, and to provide students the opportunity to interact in language with another Wiliideh speaker. Due to COVID restrictions, we will be working with our Elder to capture more language on videos to help with teaching Indigenous language. The staff of WCS and ESJS worked on some language teaching videos last spring which will be finished this year to support lessons in Indigenous classrooms.</p>
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	We will be supporting our Indigenous Language instructor to access any training that will be offered this year to support her professional development.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
% of schools offering core language programming using OLC	100%	100%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100% <ul style="list-style-type: none"> <li>• Push in model, collaborative teaching of language</li> <li>• Mentorship opportunities</li> </ul>	100%	
Type of Indigenous language resources being developed to support OLC.	<ul style="list-style-type: none"> <li>• Books/Graphic Novels</li> <li>• Language games</li> <li>• Songs</li> <li>• Translations</li> <li>• Prayers</li> <li>• Website resources</li> </ul>	75%	We were not able to work with our Elders to create new books for schools. We have worked on flashcards, Google slides, translations and games to be used in our schools
Number of staff receiving training and support for development of Indigenous language resources.	3.5	4	2 ILE Coordinators, 2 ILI, plus support from Tech Innovation Specialist and Teachers at the schools for language recordings
Areas of Strength for the region	YCS has created many Google based resources to promote language learning, including QR codes, Google Slide shows and lessons to be used in classrooms, and videos highlighting the greetings and emotions. More resource kits for classrooms have been developed including a Dene clothing kit, and the JK Transportation kit this year.		



Areas for Development for the region	We need to develop more books and graphic novels to print and publish to increase our Language resources. As well, additional videos and Google slides with audio are planned for use in the district.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

***K. Community Support***

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$43,870	43,870		43,870	Camp projects include building a cache, expanding a hunting trail with a bridge, expanding our outdoor areas with gravel at our camp to allow more room for outdoor spaces for COVID protocols, the maintaining of camp equipment such as skidoos and boats, and the hiring of	

					cultural resource staff to complete these projects.	
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**L. Teaching and Learning Centres (TLCs)**

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.</p>	<p>Wiliideh Yati programming at YCS continues to be a priority for our region. We are hiring an additional Indigenous Language Instructor to increase the availability of language instruction. All three schools in our district will have access to an Indigneous Language Instructor for support with their programs.</p> <p>Additionally, all teachers are encouraged to use the resources created to support the <i>Our Languages</i> curriculum including the <i>Our Languages</i> website. Lessons are being created and shared to encourage language learning in a Google Slide presentation at Weledah School with whole classes, and not just the students enrolled in Wiliideh Yati.</p> <p>The Indigenous Language Instructors will be supported to attend the sessions offered by ECE and given opportunities to work collaboratively to develop lessons and units aligned with the OLC curriculum.</p> <p>Unfortunately, due to COVID safety requirements, our Elder will not be in the schools. We have included our Elders as part of our Camp experience and are collaborating with our Technology Specialist to record the Wiliideh Yati language sessions to create video and VR lessons to extend the learning beyond the camp experience.</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"> <li>-Recordings of Elders and Language Instructors so that Wiliideh Language can be used in all classrooms</li> <li>-Google slide lessons created at Weledeh for language instruction</li> <li>-Translation of signage for COVID safety rules</li> <li>-Translation of our school prayers</li> </ul>	<p>2/3 school prayers translated and recorded, Google slides for greetings, colours, numbers, northern animals, transportation vocabulary all recorded. Signs and google audios for COVID vocabulary completed.</p>	<p>One school prayer translation did not get completed as it was scheduled during the school closure time.</p>
Number of staff receiving training and support for development of Indigenous language resources.	4	4	
Areas of Strength for the region	<p>We continue to ensure that teachers can have audio recordings of language that can be used in daily routines like the sign of the cross, sewing vocabulary and phrases like take care, wear your mask, happy to see you, so that language can be heard daily. Our ILI's are increasing their comfort in having themselves recorded and are working with teachers to share Wiliideh Yati vocabulary. Additionally, there is more interest in learning Indigenous Language through the College Nordique programs by teachers in our district.</p>		
Areas for Development for the region	<p>Language is an ongoing process and we continue to develop the translations required so that more language can be acquired by teachers and students. We anticipate creating resources to teach words for clothing and classroom instructions.</p>		
Additional Comments for the region			

**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Consolidated Financial Statements**

**June 30, 2021**

**Department of Education, Culture & Employment  
Council/District Approved 2020-2021 Budget**

**Yellowknife Catholic Schools  
Statement of Operations - (Schedule 1)  
Annual Budget - Consolidated**

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contributions	20,163,605	19,293,309	19,624,178
Indigenous Languages Contributions	0	0	0
French Language Contributions	280,500	282,500	303,500
ECE Other Contributions	151,650	0	147,260
<b>Sub-Total ECE</b>	<b>20,595,755</b>	<b>19,575,809</b>	<b>20,074,938</b>
GNWT Other Contributions	0	0	100,442
<b>Total GNWT</b>	<b>20,595,755</b>	<b>19,575,809</b>	<b>20,175,380</b>
<b>Federal Government Jordan's Principle</b>	<b>2,291,251</b>	<b>1,458,000</b>	<b>1,607,452</b>
<b>Federal Government Other</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Property Tax Requisitioned</b>	<b>4,494,000</b>	<b>4,444,000</b>	<b>4,472,210</b>
<b>Other Education Bodies</b>	<b>75,000</b>	<b>75,000</b>	<b>130,650</b>
<b>Education Body Generated Funds</b>			
Rentals	180,000	180,000	174,319
School Fees	0	0	150,282
Investment Income	60,000	60,000	133,678
Donations	0	0	44,420
Other	151,000	296,000	502,220
<b>Total Generated Funds</b>	<b>391,000</b>	<b>536,000</b>	<b>1,004,919</b>
<b>TOTAL REVENUES</b>	<b>27,847,006</b>	<b>26,088,809</b>	<b>27,390,611</b>
<b><u>EXPENSES</u></b>			
Administration (see Schedule 2)	1,910,740	1,795,694	1,405,451
School Programs (see Schedule 2)	16,520,768	16,207,506	15,492,749
Operations and maintenance (see Schedule 2)	2,345,575	2,323,266	2,343,283
Inclusive Schooling (see Schedules 2&3)	4,019,793	4,292,449	4,215,675
Indigenous Languages and Education (see Schedules 2 & 4)	750,879	735,845	769,754
Jordan's Principle	2,299,251	1,458,000	1,607,452
Student/Staff Accomodations (see Schedule 2)	0	0	0
Debt Service	15,000	6,843	10,884
Other	0	0	0
<b>Sub-Total Expenses Before Amortization</b>	<b>27,862,006</b>	<b>26,819,603</b>	<b>25,845,248</b>
Amortization	1,600,000	1,600,000	1,659,314
<b>TOTAL EXPENSES</b>	<b>29,462,006</b>	<b>28,419,603</b>	<b>27,504,562</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-1,615,000</b>	<b>-2,330,794</b>	<b>-113,951</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN *</b>	<b>41,554,910</b>	<b>40,980,131</b>	<b>41,668,861</b>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE *</b>	<b>39,939,910</b>	<b>38,649,337</b>	<b>41,554,910</b>
Accumulated Surplus (Deficit) Close consists of:			
Operating Fund Surplus	2,128,391	601,045	3,743,391
Investment in Tangible Capital Assets	37,811,519	38,048,292	37,811,519

Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget

Yellowknife Catholic Schools  
Consolidated Expenses - (Schedule 2)  
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
<b>SALARIES</b>							
Teachers' Salaries		10,300,174					10,300,174
Regional Coordinators (RISC/RILE)				236,234	219,261		455,495
Program Support Teachers				1,179,871			1,179,871
Wellness Counsellors							0
Support Assistants		359,490		1,427,696			1,787,186
Indigenous Language Instruction					133,295		133,295
Cultural Resource Staff					155,126		155,126
Elders in Schools					30,000		30,000
Non Instructional Staff	860,238	639,074	294,220				1,793,532
Board/Trustee Honoraria	70,500						70,500
<b>EMPLOYEE BENEFITS</b>							
Employee Benefits/Allowances	230,302	3,521,975	79,905	970,108	156,614		4,958,904
Leave And Termination Benefits	450,000						450,000
<b>STAFF DEVELOPMENT (Including Travel)</b>							
	15,100	136,037	1,950	6,000			159,087
<b>SERVICES PURCHASED/CONTRACTED</b>							
Professional/Technical Services	85,500	9,000	730,000	168,712	6,883		1,000,095
Postage/Communication	20,100	7,000	7,000				34,100
Utilities							0
Heating			325,000				325,000
Electricity			435,000				435,000
Water/Sewage			114,500				114,500
Travel	29,500	5,000					34,500
Student Transportation (Busing)		430,000		5,000	13,000		448,000
Advertising/Printing/Publishing	49,500	5,500			7,500		62,500
Maintenance/Repair	1,000		335,000				336,000
Rentals/Leases	4,000	2,000					6,000
Other Contracted Services	62,000	485,500	15,000				562,500
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Assistive Technology				10,000			10,000
Materials	33,000	620,018	8,000	16,172	29,200		706,390
Freight							0
<b>DEBT SERVICE</b>							
							0
<b>OTHER</b>							
							0
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>							
	1,910,740	16,520,768	2,345,575	4,019,793	750,879	0	25,547,755
<b>AMORTIZATION</b>							
							0
<b>TOTAL</b>							
	1,910,740	16,520,768	2,345,575	4,019,793	750,879	0	25,547,755

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Yellowknife Catholic Schools  
Inclusive Schooling - (Schedule 3)  
Annual Budget**

	<b>General Inclusive Schooling</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b>SALARIES</b>			
Regional Coordinators	126,717	109,517	<b>236,234</b>
Program Support Teachers	1,179,871		<b>1,179,871</b>
Wellness Counsellors			<b>0</b>
Support Assistants	1,342,767	84,929	<b>1,427,696</b>
<b>EMPLOYEE BENEFITS</b>			
Employee Benefits/Allowances	916,073	54,035	<b>970,108</b>
<b>STAFF DEVELOPMENT (Including Travel)</b>			
	6,000		<b>6,000</b>
<b>SERVICES PURCHASED/CONTRACTED</b>			
Professional/Technical Services	168,712		<b>168,712</b>
Student Transportation (Busing)*	5,000		<b>5,000</b>
Other Contracted Services			<b>0</b>
<b>MATERIALS/SUPPLIES/FREIGHT</b>			
Assistive Technology	10,000		<b>10,000</b>
Materials	12,000	4,172	<b>16,172</b>
Freight			<b>0</b>
<b>TOTAL</b>	<b>3,767,140</b>	<b>252,653</b>	<b>4,019,793</b>

\*See guidelines related to Inclusive Schooling student transportation

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Yellowknife Catholic Schools  
Indigenous Languages and Education - (Schedule 4)  
Annual Budget**

	<b>Indigenous Education</b>	<b>Our Languages Curriculum Resource Development (TLC's)</b>	<b>Community Support</b>	<b>Total</b>
<b>SALARIES</b>				
Regional ILE Coordinators	219,261			219,261
Indigenous Language Instruction	107,017	26,278		133,295
Cultural Resource Staff	125,630		29,496	155,126
Elders in Schools	30,000			30,000
<b>EMPLOYEE BENEFITS</b>				
Employee Benefits/Allowances	142,671	6,569	7,374	156,614
<b>SERVICES PURCHASED/CONTRACTED</b>				
Professional/Technical Services	5,882	1,001		6,883
Travel				0
Student Transportation (Busing)*	13,000			13,000
Advertising/Printing/Publishing		7,500		7,500
Rentals/Leases				0
Other Contracted Services				0
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	18,100	4,100	7,000	29,200
Freight				0
<b>TOTAL</b>	<b>661,561</b>	<b>45,448</b>	<b>43,870</b>	<b>750,879</b>



**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Yellowknife Catholic Schools  
Approved Person Years - (Schedule 5)  
Annual Budget**

	<u>Person Years</u>
<b>Administration Staff</b>	7.00
<b>Territorial Schools:</b>	
Teachers	84.20
Consultants	2.50
Classroom Assistants	0.00
Secretaries	5.75
Custodians	3.00
School Community Counsellors	
<b>Other - Specify</b>	
Junior Kindergarten	10.00
<b>Inclusive Schooling:</b>	
Regional Coordinator	1.00
Program Support Teachers	9.50
Wellness Counsellors	0.00
Support Assistants	23.00
<b>Other - Specify</b>	
TTC Staff	2.00
Support Assistants - Jordan's Principle	25.00
Teachers - Jordan's Principle	1.00
<b>Indigenous Languages and Education:</b>	
Regional Coordinator	2.00
Indigenous Languages Instruction Staff	1.50
<b>Other - Specify</b>	
<b>Total Person Years</b>	<u>177.45</u>

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**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, 2021



# 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, 2021 should be read in conjunction with Yellowknife Catholic Schools (YCS)' audited consolidated financial statements and related notes. The preparation of this report is the responsibility of management. It is the responsibility of the Board of Trustees to promote transparency and accountability.

As a learning community YCS looks forward and thinks about the many ways our world is changing, and ensures that our students are prepared to adapt to changes as they emerge. As such we are excited that our new strategic plan has three key priorities:

- Our learning community will inspire critical thinking through inquiry and innovation.
- Our learning community will promote empathy and a commitment to well-being.
- Our learning community will value relationship building as the foundation for students to thrive.

As a Catholic Education system, we will encourage our students to use these skills and characteristics to follow Jesus' example. We want them to think critically about faith and to make decisions based on their spirituality and the knowledge that faith promotes being a good person. We will use our faith-filled classrooms to explore how we want our students to live as people – letting their lights shine in the world.

### Mission, Values and Beliefs

Yellowknife Catholic Schools is a family of learners: developing faith, celebrating culture, supporting diversity, teaching critical thinking and inspiring service to others.

Through Christ we value: truth, honesty, compassion, respect, forgiveness, service, love and living the faith.

We believe that we are a Catholic, Christ-centered community that strives to nurture the spiritual, intellectual, emotional, social and physical development of all learners.

### Board of Trustees

There are seven trustees at Yellowknife Catholic Schools. Ms. 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.

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See accompanying Financial Statements



# 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 for students from junior kindergarten to Grade 12.

YCS programs operate out of: École St. Patrick High School (ESPHS), Weledeh Catholic School (WCS), École St. Joseph School (ESJS), the Kimberlite Career and Technical Centre (KCTC), the Tallah Building, 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 2020-2021 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 30, 2020 and the teachers that were employed as of September 30, 2020.

	Enrolment	Teachers	Pupil/Teacher Ratio
École St Patrick High School	489	33	15
Weledeh Catholic School	350	22	16
École St Joseph School	615	35	16
KCTC	0	4	0
TTC	0	1	0
	1,454	95	15

There were a total of 202 staff at YCS as of June 2021.

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See accompanying Financial Statements



# 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 assets of YCS consist of cash and accounts receivable. The cash balance was \$10,622,607 on June 30, 2021 (prior year - \$7,636,723) and indicates a good cash flow. The financial position at June 30, 2021 was \$10,802,382 (prior year \$8,401,609).

#### **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 \$116,281 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 Financial Assets". This line is an indicator of the ability to discharge all of the entity's debts with financial assets. This year the net surplus is \$3,589,230 compared to the prior year with a net surplus of \$3,046,233. 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 \$38,508,672 to \$37,752,125 which mainly reflects the change in the value of the tangible capital assets owned by Yellowknife Catholic Schools.

The \$1,063,712 decrease in tangible capital assets relates to depreciation of tangible capital assets for this fiscal year partially offset by renovation projects at Weledeh Catholic School.

#### **Accumulated Surplus**

Accumulated surplus is equal to the sum of non-financial assets and net financial assets. Accumulated surplus represents the equity that YCS has generated in the last 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.

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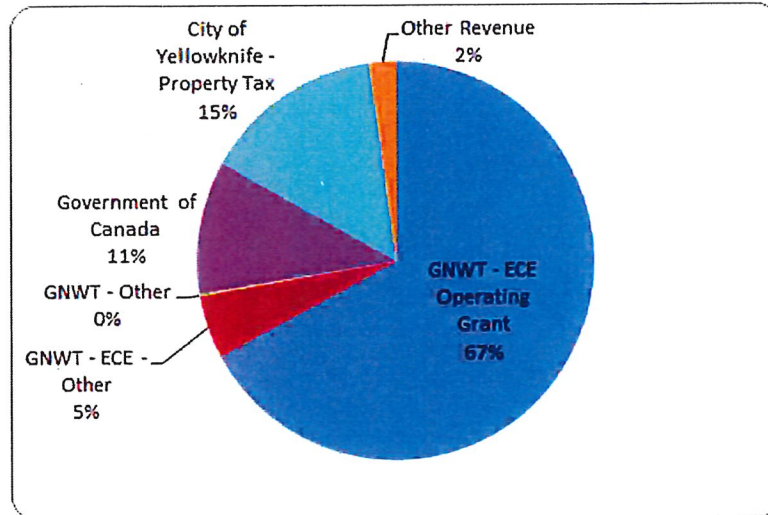
See accompanying Financial Statements



# Yellowknife Catholic Schools

## Highlights of YCS Operations

### Operating Revenue



### Operating Revenue

The majority of the funding (67%) for YCS comes from the Government of the Northwest Territories (GNWT) Department of Education, Culture and Employment (ECE) as core funding. 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 - 11% of revenue. Jordan's Principle is funding to help support indigenous students so they can access the products, services and supports they need, when they need them.

YCS also generates revenue from property taxes – 15% 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.

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See accompanying Financial Statements





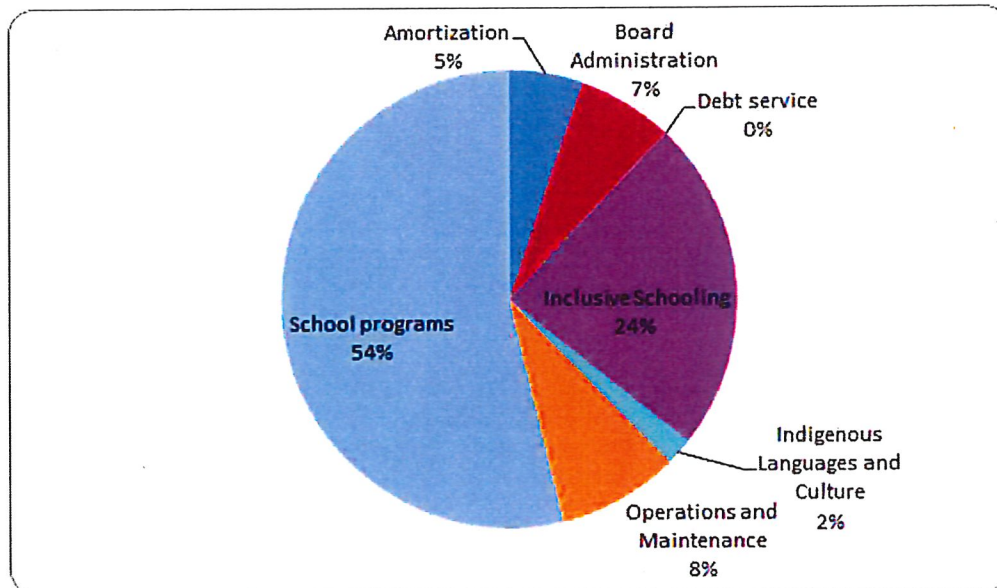
# Yellowknife Catholic Schools

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.

## 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



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See accompanying Financial Statements





# Yellowknife Catholic Schools

## Expenditures – By Program

Program categories for YCS are:

- Indigenous Language Education (2%): Includes salary and benefits of Wiliideh Yati Language instructors, salary and benefits of the literacy coach, costs related to the creation of learning materials in the Wiliideh Yati language and the cost of running our indigenous language and culture camps.
- Board Administration (7%): 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 (24%): 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 (8%): 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 (54%): 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 (5%): This expense relates to the rational and systematic manner to write off the value of the tangible capital asset over an appropriate number of accounting periods.

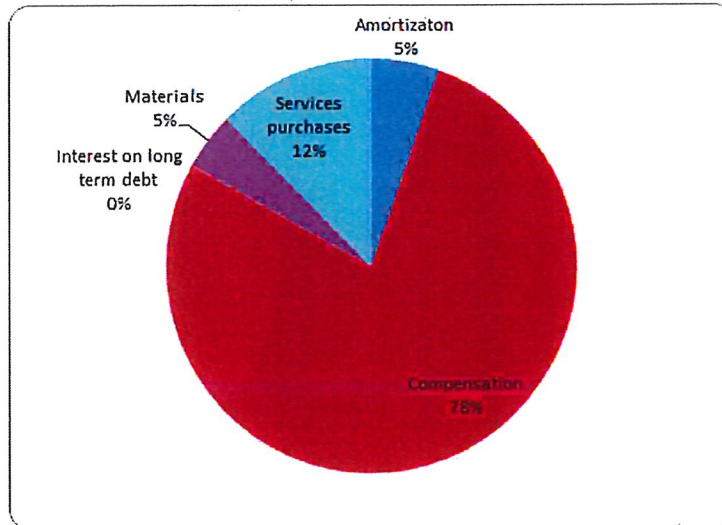
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See accompanying Financial Statements



# Yellowknife Catholic Schools

## Expenditures by Object



## Expenditures by Object

- Compensation (78%): Includes salary for teachers, coordinators, classroom assistants, maintenance staff, administration assistants, counsellors, technology staff, administrative staff and trustee honoraria. The majority of YCS staff is unionized and collective agreements with the unions specify pay and benefits for these staff. Compensation also includes employee benefits which consist of employer contributions to pension plans, extended health and dental plans, CPP, EI, WSCC premiums, life insurance, long term disability insurance, maternity leave, professional development, medical travel, vacation travel, removal benefits and other allowances.
- Services purchased/contracted (12%): Include busing, janitorial services, insurance services, security services and snow removal.
- Materials/freight (5%): Include expenses for material and freight of goods.
- Amortization (5%): This expense relates to the rational and systematic manner to write off the value of the tangible capital asset over an appropriate number of accounting periods.
- Debenture interest: Include interest expense paid during the year for the Tallah building debenture.

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See accompanying Financial Statements



# Yellowknife Catholic Schools

## Operating Surplus

At the end of the year, there was an operating surplus of \$3,791,601.

## Summary of Accumulated Surplus

	Opening	Increase (Decrease)	Closing
Operating fund surplus	3,244,331	547,270	3,791,601
Investment in tangible capital assets	37,811,525	(947,431)	36,864,094
Decentralized budget accumulated surplus	499,053	186,607	685,660
	<b>41,554,909</b>	<b>(213,554)</b>	<b>41,341,355</b>

The operating fund surplus increased by \$547,270 during the year. This was mainly due to changes in the tangible capital assets and increased funding from the Government of the Northwest Territories.

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 Weledeh Catholic School and acquisition of equipment.

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.

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See accompanying Financial Statements



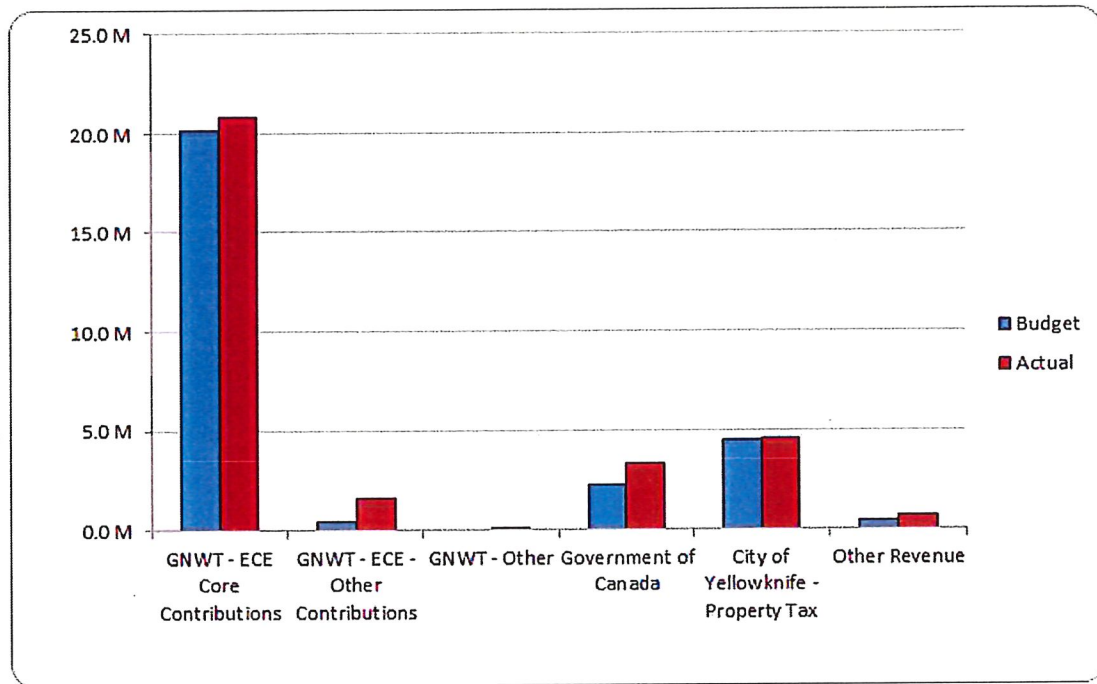
# Yellowknife Catholic Schools

## Budget Variance

### Revenue

In the 2020-2021 fiscal year, an annual deficit of \$1,615,000 was budgeted and the actual deficit was \$125,226. The budgeted revenue for 2020-2021 was \$27,847,006 and the actual revenue was \$31,031,634. The increase in revenue is due to increased core and other contributions from the Government of Northwest Territories through Education, Culture and Employment and Jordan's Principle funding from the Government of Canada.

### Revenue - Budget vs. Actual



See accompanying Financial Statements

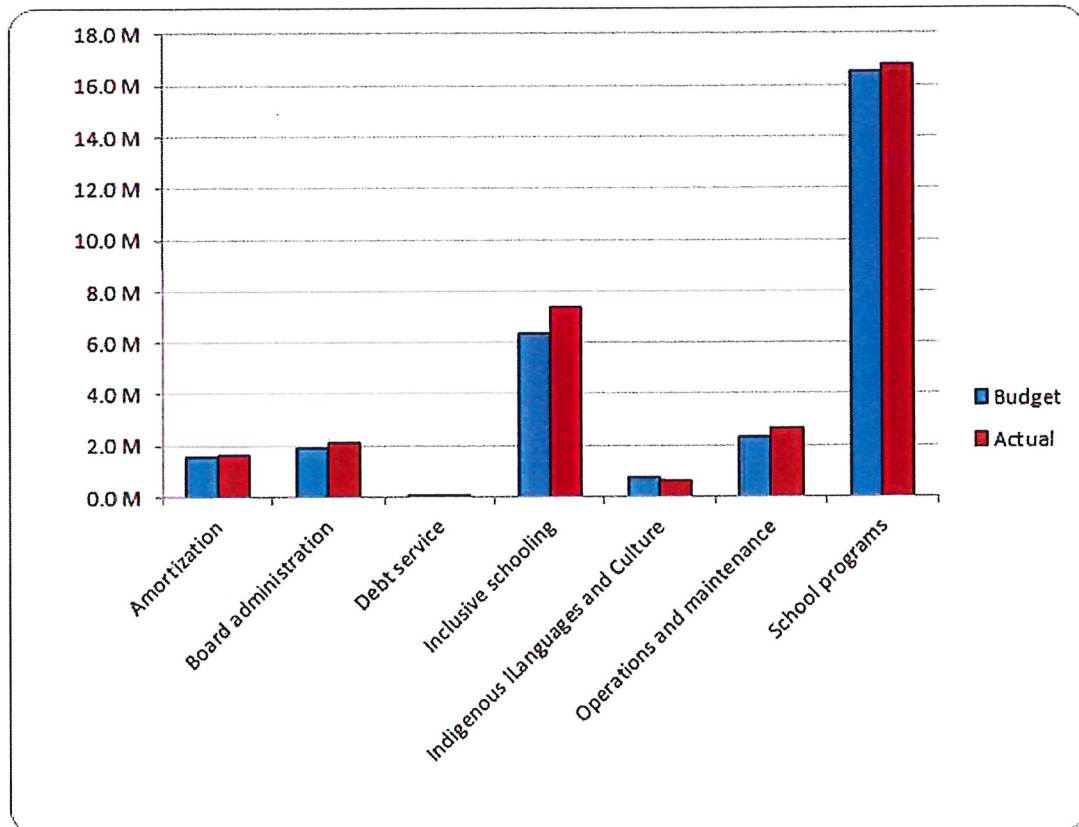


# Yellowknife Catholic Schools

## Expenditures

The budgeted expenditures for the 2020-2021 fiscal year were \$29,462,006 and the actual expenditures were \$31,245,188 resulting in a variance (over-expenditure) of \$1,783,182. The variance is primarily attributed to additional resources in order to support Indigenous students under Jordan's Principle and expenditures to safely reopen schools during the pandemic.

### Expenditures – Budget vs. Actual



See accompanying Financial Statements





# Yellowknife Catholic Schools

## Summary and Outlook

The 2021-2022 school year will be an exciting year at all three schools. We will continue to focus on 21<sup>st</sup> century learning skills. This year we continue the theme of Merciful Hearts, with the specific focus on Mercy that Serves.

In the budget for 2021-2022, the Trustees committed to supporting all the present programs and positions at Yellowknife Catholic Schools. The Trustees and administration will continue to work together to provide the best education while being fiscally responsible.

The Board of Trustees and senior staff will work on a strategic plan for the next five years.

YCS has a healthy operating fund surplus for the year and strong cash position that will allow us to continue to operate in a financially prudent manner in the future. YCS will continue to be challenged to provide quality education in a fiscally responsible manner. While we are faced with financial constraints, we will ensure that today's dollars are spent on today's students. This will ensure that all of our students are prepared for their exciting lives.

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See accompanying Financial Statements

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, 2021**

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 17, 2021



**Crowe MacKay LLP**  
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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 consolidated financial statements of Yellowknife Catholic Schools, (the "Authority") which comprise of the consolidated statement of financial position as at June 30, 2021, and the consolidated statement of changes in net financial asset, operations, consolidated statement of accumulated surplus and consolidated cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion paragraphs, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Authority as at June 30, 2021, and its results of operations and its cash flows for the year ended in accordance with Canadian public sector accounting standards.

##### *Basis for Qualified Opinion*

School generated funds controlled by the Yellowknife Catholic Schools are not reported and presented in the accompanying financial statements. School generated funds represent fundraising activities for the benefit of student life enhancement. They are controlled through the Yellowknife Catholic Schools due to the nature of these activities which must be approved at the Yellowknife Catholic Schools' Administration level. This represents a departure of Canadian public accounting standards because school generated funds are determined to be under control of the Yellowknife Catholic Schools and as such are required to be included under the government reporting entity.

Also, we were unable to determine the amount of school generated funds; therefore, school generated funds revenues, expenses, and assets and surplus for the year ended June 30, 2021 are not recognized not 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 Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with those requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

##### *Other Information*

Management is responsible for the other information. The other information comprises the Management's Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.



### *Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Authority's financial reporting process.

### *Auditors' Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the 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 deficiencies in internal control that we identify during our audit.

*Report on Other Legal or Regulatory Matters*

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above and for such internal control as management determines necessary to enable the Authority to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above,

The specified authorities include requirements that are subject to significant interpretation. Our interpretation may differ from other interpretations.

*Crowe MacKay LLP*

**Yellowknife, Canada  
September 17, 2021**

**Chartered Professional Accountants**

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Consolidated Statement of Financial Position**

As at June 30,	2021	2020
<b>Financial Assets</b>		
Cash and cash equivalents (Note 4)	\$ 10,622,607	\$ 7,636,723
Accounts receivable (Note 8)	27,705	554,089
Due from the Government of Canada (Note 13)	152,070	210,797
	<b>10,802,382</b>	<b>8,401,609</b>
<b>Liabilities</b>		
Accounts payable and accrued liabilities (Note 10)	283,894	192,811
Accrued payroll liabilities (Note 10)	3,417,327	3,024,310
Deferred revenue (Note 11)	2,213,574	826,912
Payroll benefits payable	18,518	16,452
Pensions (Note 15)	130,500	88,000
Long-term debt (Note 16)	404,460	520,741
Post-employment benefits and compensated absences (Note 17)	744,879	686,150
	<b>7,213,152</b>	<b>5,355,376</b>
<b>Net Financial Assets</b>	<b>3,589,230</b>	<b>3,046,233</b>
<b>Non-Financial Assets</b>		
Tangible capital assets (Note 19)	37,268,554	38,332,266
Prepaid expenses (Note 20)	483,571	176,410
	<b>37,752,125</b>	<b>38,508,676</b>
<b>Accumulated Surplus</b>	<b>\$ 41,341,355</b>	<b>\$ 41,554,909</b>
<b>Represented by:</b>		
Operating fund surplus	\$ 3,791,601	\$ 3,244,331
Investment in tangible capital assets	36,864,094	37,811,525
Decentralized budget accumulated surplus	685,660	499,053
	<b>\$ 41,341,355</b>	<b>\$ 41,554,909</b>

Contractual Obligations (Note 22), Contingencies (Note 23)

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,	2021 Budget	2021 Actual	2020 Actual
<b>Revenues</b>			
Government of the Northwest Territories			
ECE - Regular Contributions	\$ 20,163,605	\$ 20,828,867	\$ 19,624,178
ECE - Other contributions	432,150	1,592,999	450,760
<b>Total ECE contributions (Note 31)</b>	<b>20,595,755</b>	<b>22,421,866</b>	<b>20,074,938</b>
<b>GNWT - Other contributions (Note 32)</b>	<b>-</b>	<b>51,075</b>	<b>100,442</b>
<b>Total GNWT contributions</b>	<b>20,595,755</b>	<b>22,472,941</b>	<b>20,175,380</b>
<b>Government of Canada - grants and contributions</b>	<b>2,291,251</b>	<b>3,363,723</b>	<b>1,607,452</b>
<b>City of Yellowknife - property tax requisitioned</b>	<b>4,494,000</b>	<b>4,537,098</b>	<b>4,472,210</b>
<b>Other Education Authorities</b>			
Extra - jurisdictional tuition	75,000	34,678	130,650
<b>Education authority generated funds</b>			
Donations	-	69,800	44,420
Fees and Sales	151,000	212,189	150,282
Investments	60,000	70,354	133,678
Other	-	94,742	502,220
Rentals	180,000	176,109	174,319
<b>Total generated funds</b>	<b>391,000</b>	<b>623,194</b>	<b>1,004,919</b>
	<b>27,847,006</b>	<b>31,031,634</b>	<b>27,390,611</b>
<b>Expenses</b>			
School Programs (Schedule 1)	16,520,768	16,789,469	15,938,989
Inclusive Schooling (Schedule 2)	4,019,793	3,986,279	3,850,188
Board Administration (Schedule 1)	1,910,740	2,108,679	1,405,451
Operations and Maintenance (Schedule 1)	2,345,575	2,734,989	2,373,499
Indigenous Languages and Culture (Schedule 3)	750,879	596,172	662,075
Jordan's Principle (Schedule 1)	2,299,251	3,363,723	1,604,163
Amortization (Schedule 1)	1,600,000	1,662,158	1,659,313
Debenture Interest (Schedule 1)	15,000	3,719	10,884
	<b>29,462,006</b>	<b>31,245,188</b>	<b>27,504,562</b>
<b>Operating deficit</b>	<b>(1,615,000)</b>	<b>(213,554)</b>	<b>(113,951)</b>
<b>Opening accumulated surplus</b>	<b>41,554,909</b>	<b>41,554,909</b>	<b>41,668,860</b>
<b>Closing accumulated surplus</b>	<b>\$ 39,939,909</b>	<b>\$ 41,341,355</b>	<b>\$ 41,554,909</b>

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Consolidated Statement of Changes in Net Assets**

For the period ended June 30,	2021 Budget	2021 Actual	2020 Actual
<b>Operating deficit</b>	\$ (1,615,000)	\$ (213,554)	\$ (113,951)
Acquisition of tangible capital assets	-	(598,446)	(241,363)
Amortization of tangible capital assets	1,600,000	1,662,158	1,659,313
Change in prepaid expenses and deposits	-	(307,161)	(113,131)
<b>Increase (decrease) in net assets</b>	<b>(15,000)</b>	<b>542,997</b>	<b>1,190,868</b>
<b>Net assets, beginning of year</b>	<b>3,046,233</b>	<b>3,046,233</b>	<b>1,855,365</b>
<b>Net assets, end of year</b>	<b>\$ 3,031,233</b>	<b>\$ 3,589,230</b>	<b>\$ 3,046,233</b>

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Consolidated Statement of Cash Flows**

For the year ended June 30,	2021 Actual	2020 Actual
<b>Cash provided by (used in):</b>		
<b>Operating transactions</b>		
Cash used in:		
Operating deficit	\$ (213,554)	\$ (113,951)
Items not affecting cash:		
Amortization	1,662,158	1,659,313
	<u>1,448,604</u>	<u>1,545,362</u>
<b>Changes in non-cash working capital items</b>		
Decrease in accounts receivable	526,384	415,793
Decrease (increase) in due from the Government of Canada	58,727	(83,290)
Increase in prepaid expenses	(307,161)	(113,131)
Increase (decrease) in accounts payable and accrued liabilities	91,083	(498,383)
Increase in accrued payroll liabilities	393,017	51,944
Increase in pensions	42,500	17,700
Increase (decrease) in post-employment benefits and compensated absences	58,729	(357,416)
Increase in deferred revenue	1,386,662	328,074
Increase (decrease) in payroll benefits payable	2,066	(2,185)
	<u>2,252,007</u>	<u>(240,894)</u>
<b>Cash provided by (used in) operating transactions</b>	<b>3,700,611</b>	<b>1,304,468</b>
<b>Financing transaction</b>		
Repayment of long-term debt	(116,281)	(108,516)
<b>Capital transaction</b>		
Acquisition of tangible capital assets	(598,446)	(241,363)
<b>Increase in cash and cash equivalents</b>	<b>2,985,884</b>	<b>954,589</b>
<b>Cash and cash equivalents, beginning of year</b>	<b>7,636,723</b>	<b>6,682,134</b>
<b>Cash and cash equivalents, end of year</b>	<b>\$ 10,622,607</b>	<b>\$ 7,636,723</b>

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Consolidated Statement of Accumulated Surplus**

For the period ended June 30,	2021	2020
<b>Operating Fund Surplus</b>		
Operating fund surplus, beginning of year	\$ 3,244,331	\$ 2,266,829
Operating deficit	(213,554)	(113,951)
Transfer from investment in tangible capital assets	947,431	1,309,434
Transfer to decentralized budget accumulated surplus	(186,607)	(217,981)
<b>Operating fund surplus, end of year</b>	<b>\$ 3,791,601</b>	<b>\$ 3,244,331</b>
Transfer from investment in tangible capital assets consists of:		
Amortization	\$ 1,662,158	\$ 1,659,313
Capital acquisitions	(598,446)	(241,363)
Debenture principal repayment	(116,281)	(108,516)
	<b>\$ 947,431</b>	<b>\$ 1,309,434</b>
<b>Investment in Tangible Capital Assets</b>		
Investment in tangible capital assets, beginning of year	\$ 37,811,525	\$ 39,120,959
Amortization	(1,662,158)	(1,659,313)
Capital acquisitions	598,446	241,363
Debenture principal repayment	116,281	108,516
<b>Investment in tangible capital assets, end of year</b>	<b>\$ 36,864,094</b>	<b>\$ 37,811,525</b>
<b>Decentralized Budget Accumulated Surplus</b>		
Decentralized budget accumulated surplus, beginning of year	\$ 499,053	\$ 281,072
Transfer from (to) operating fund surplus	186,607	217,981
<b>Decentralized budget accumulated surplus, end of year</b>	<b>\$ 685,660</b>	<b>\$ 499,053</b>
<b>Total Accumulated Surplus</b>	<b>\$ 41,341,355</b>	<b>\$ 41,554,909</b>

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**1. Nature of Operations**

Yellowknife Public Denominational District Education Authority, Yellowknife Catholic Schools ("YCS") was established in July 1951 and is presently the only Catholic school board in the Northwest Territories. A full range of instructional programs ranging from Junior Kindergarten through Grade 12 is offered by the YCS.

YCS is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the YCS includes all aspects of operation and management relating to Catholic education within the boundaries of the City of Yellowknife. The Board of Trustees is the lowest (and sole) level of government exercising oversight responsibility. The consolidated financial statements of the YCS are not included in the financial statements of the City of Yellowknife as the YCS trustees are a separate governing body that is not under the control of the City of Yellowknife. The City of Yellowknife, however, does collect and remit property taxes requisitioned by the Board.

**2. Significant Accounting Policies**

**(a) Basis of Accounting**

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is composed of all organizations which are controlled by YCS. These organizations include the three schools, a maintenance shop and the Kimberlite Career and Technical Centre.

The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

YCS uses fund accounting to separate transactions between its operating fund surplus, investment in tangible capital assets, and decentralized budget accumulated surplus.

**Operating Fund Surplus**

The operating fund surplus is the general operating fund of the YCS in which all transactions concerned with current operations are recorded. Substantially all territorial, local (primarily property tax), and other operating revenues are accounted for in the operating fund surplus. In accordance with accounting principles that are considered appropriate for organizations of this type, tangible capital assets acquired and debenture debt repayment that are financed with operating funds are treated as expenses in the operating fund surplus and then transferred to the Investment in tangible capital asset fund. The operating fund also accounts for expenses and contributions to or from other funds (transfers) which provide for day-to-day operations.



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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**2. Significant Accounting Policies (continued)**

**(a) Basis of Accounting (continued)**

**Operating Fund Surplus (continued)**

In summary, the operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized budget accumulated surplus.

**Investment in Tangible Capital Assets**

The investment in tangible capital assets fund is used to account for financial transactions related to the acquisition of tangible capital assets in excess of \$50,000.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to the investment in tangible capital assets fund. This results in a corresponding increase in the equity in tangible capital assets. Other additions are initially charged to the statement of operations.

**Decentralized Budget Accumulated Surplus**

The decentralized budget accumulated surplus fund represents specific amounts eligible for carry-over to subsequent years for each school.

**(b) Cash and Cash Equivalents**

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

**(c) Financial Instruments**

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial value is adjusted for financing fees and transactions costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized cost include cash and cash equivalents, accounts receivable, and due from the Government of Canada.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, long-term debt, payroll benefits payable and accrued payroll liabilities.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**2. Significant Accounting Policies (continued)**

**(c) Financial Instruments (continued)**

particular asset is recognized in operations.

**(d) Non-Financial Assets**

Prepaid expenses and other non-financial assets are accounted for as assets by YCS because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of YCS.

**(e) Tangible Capital Assets**

Tangible capital assets acquired for more than \$50,000 are capitalized and amortized. Tangible capital assets are recorded at cost plus any betterments less accumulated amortization. The cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. The buildings, portables and equipment will be amortized using the straight line method, based on their useful life. The buildings, portables and equipment have useful lives of 40, 25 and 10 years respectively. Any additions to the buildings and portables will be amortized over the remaining useful life of the assets.

Capital facilities planning and construction with certain exceptions are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year-end are recorded as deferred revenue.

The GNWT retains ownership of some tangible capital assets used by the Authority. These assets are used by the Authority and held on behalf of or in trust for, the GNWT are not recognized by the Authority in the financial statements.

The 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.

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**2. Significant Accounting Policies (continued)**

**(f) Revenue Recognition**

**Government Transfers**

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the consolidated statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital assets are recognized as acquired or built.

**GNWT - Regular Contributions**

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment, and are received in monthly installments. YCS retains surpluses and are responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

**Local Tax Revenue**

The *Education Act*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenues, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. This requisitioned amount is one portion of the property tax paid annually by property owners.

The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the YCS and is responsible for the collection of taxes.

Section 136(4) of the *Education Act* requires the amount requisitioned to be paid to the YCS in equal quarterly installments on or before the first day of the months of June, September, December and March.

**Other Contributions**

YCS follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenue in the year in which the related expenses are incurred.

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**2. Significant Accounting Policies (continued)**

**(f) Revenue Recognition (continued)**

**Other Revenues**

Tuition fees revenue is recognized as educational services are provided. Revenue from rentals is earned as the facilities are used. Other revenues are recorded as the service is provided and receipt is reasonably assured.

**Deferred Revenue**

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenues when the eligible expenses are incurred.

**Investment Income**

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

**Special Purpose Funds**

School activity funds which are fully controlled by YCS with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples may include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than YCS are not included even if custody of the funds are held by YCS. Examples of excluded funds might be student clubs or associations for which YCS has no on going responsibility of liability for losses.

**(g) Budget Data**

The *Education Act* of the Northwest Territories requires that Education Authorities prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees of each Education Authority and the budget is legally adopted by a motion of the Board in accordance with Section 135 (3) of the *Education Act*.

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the *Education Act*.

This annual budget includes estimates of revenues and expenses for the Operating fund surplus along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the YCS.

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

**(h) Measurement Uncertainty**

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**2. Significant Accounting Policies (continued)**

**(h) Measurement Uncertainty (continued)**

The preparation of consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the amounts of revenues and expenses during the period. Actual results could differ from these estimates.

**(i) Inventories Including Materials and Supplies**

Inventories of books, materials, supplies and other expendables purchased by YCS are treated as expenses during the year of acquisition and are not recorded on the consolidated statement of financial position.

**(j) Payroll Liabilities**

Payroll costs for teachers are accrued for July and August. Payroll costs for members of the Union of Northern Workers ("UNW") and employees who work for 10 and 11 months during the fiscal year are accrued as appropriate.

**(k) Employee Future Benefits**

**i) Post-employment benefits**

YCS provides post-employment benefits for certain employees pursuant to certain contracts and collective agreements. These include removal assistance, severance, long and short term disability, and sick leave.

Teachers and UNW employees leaving Yellowknife within one year of the date of resignation, after completing a minimum of two years experience with YCS, will receive removal assistance of \$1,500 plus \$400 for each year of consecutive service with YCS, excluding years on deferred salary leave. Teachers who leave the employment of YCS after twenty years of consecutive service will receive an additional payment of \$2,000. This benefit is considered to vest and accumulate. YCS recognizes a liability and expense for this post-employment benefit in the period in which teachers and UNW employees render services to YCS.

YCS recognizes a liability and an expense for post-employment benefits and compensated absences that do not vest or accumulate when the event that obligates YCS occurs. This includes benefits to employees in the event of an accident or injury. The benefit would be accrued when the accident or injury occurs.

**ii) Sick leave**

Sick leave benefits accumulate but do not vest and are normally paid only upon an illness or injury-related absence. Such benefits are obligations and would be recognized. The actuarial company hired by the GNWT conducted a review and has estimated the sick leave obligation as at June 30, 2021.

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**2. Significant Accounting Policies (continued)**

**(k) Employee Future Benefits (continued)**

**iii) Pensions**

Prior to May 1, 2013 all indeterminate full-time employees had the option to participate in a Defined Contribution (DC) pension plan. YCS contributions to this plan were recognized as an expense on a current year basis and represented YCS total pension obligations.

Effective May 1, 2013 the YCS added a Defined Benefit (DB) provision to the Pension Plan for the employees of Yellowknife Catholic Schools. The pension benefits under the DB provision are reported on an actuarial basis. This is done to determine the current value of future entitlements and uses various assumptions. When actual experience varies from assumptions, the resulting gains or losses are amortized on a straight line basis over the estimated average remaining service lives of the contributors.

**(l) Expenses**

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include entitlements and grants and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

**(m) Foreign Currency Translation**

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of financial statements. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the financial statements.

**(n) Employee Benefit Plans**

The YCS contributes 100% of the premiums related to life insurance, long-term disability insurance and extended health care benefits for eligible employees, in accordance with negotiated salary agreements and employment practices. In addition, the YCS contributes 100% of the premiums related to dental insurance in accordance with negotiated salary agreements and employment practices. Employee and employer contributions are made on behalf of all employees for statutory federal deductions related to Canada Pension Plan and Employment Insurance.

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**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

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**2. Significant Accounting Policies (continued)**

**(o) Liability for Contaminated Sites**

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organize or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; YCS is directly responsible or accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2021.

At each financial reporting date, Management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized are accounted for in the period revisions are made. Management at YCS has concluded that there is no contamination that exceeds environmental standards and as a result there are no liabilities for contaminated sites.

**(p) Net Assets**

YCS's financial statements are presented so as to highlight net financial assets (net debt) as the measurement of financial position. The net financial assets (net debt) of YCS is determined by its financial assets less its liabilities. Net debt combined with non-financial assets comprises a second indicator of financial position, accumulated surplus.

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**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

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**2. Significant Accounting Policies (continued)**

**(q) Segment Disclosure**

The Schedule of Operating Fund - Detail of Expenses has been prepared in accordance with PS Handbook Section PS2700 - Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expense activities of the Board. For each reported segment, revenues and expenses represent amounts directly attributable to each segment. Segments include:

**School Programs:** pertains to the provision of instructional services that fall under the basic public education mandate.

**Inclusive Schooling:** pertains to access to quality education for all students by effectively meeting their diverse needs.

**Operations and Maintenance:** pertains to the operations and maintenance of all YCS buildings and facilities.

**Board Administration:** pertains to the provision of board governance and central office administration.

**Indigenous Languages and Culture:** pertains to indigenous language resource development, support of language teachers and community engagement.

**Transfers and others:** pertains to amortization, debenture interest and gain or loss on sale (disposal) of tangible capital assets.

**Jordan's Principle:** pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at YCS.

**3. Future Accounting Changes**

**Asset Retirement Obligations, Proposed Section PS 3280**

This section will be effective for fiscal years beginning on or after July 1, 2022 and it intended to enhance comparability of financial statements among public sector entities by establishing uniform criteria for recognition and measurement of asset retirement obligations, including obligations that may not have previously been reported. This section would require public sector entities to review existing contract, legislation, regulations, and other resources to identify retirement activities associated with its controlled tangible capital assets.

**Revenue, Section PS 3400**

This section establishes standards on how to account for and report on revenues. Specifically, it differentiates between revenues arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions". This section applies to fiscal years beginning on or after July 1, 2022. Earlier adoption is permitted.



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**4. Cash and Cash Equivalents**

	2021	2020
Cash and cash equivalents	\$ 10,622,607	\$ 7,636,723

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.

**8. Accounts Receivable**

	Accounts Receivable	AFDA	Net 2021	2020
Due from GNWT	\$ 6,403	\$ -	\$ 6,403	\$ 202,186
Due from other	20,982	-	20,982	351,583
Due from related parties	320	-	320	320
<b>Total</b>	<b>\$ 27,705</b>	<b>\$ -</b>	<b>\$ 27,705</b>	<b>\$ 554,089</b>

**9. Inventories**

YCS does not have any inventories.

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**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**10. Accounts Payable and Accrued Liabilities**

	2021	2020
Damage deposits	\$ 3,664	\$ 4,459
Due to GNWT	-	99
Due to Workers' Safety and Compensation Commission	-	2,970
Trades payable	280,230	185,283
	<b>\$ 283,894</b>	<b>\$ 192,811</b>
Teachers - Northwest Territories Teachers' Association	\$ 2,397,696	\$ 2,166,986
Non-Teacher - Union of Northern Workers	1,019,631	857,324
	<b>\$ 3,417,327</b>	<b>\$ 3,024,310</b>

**11. Deferred Revenue**

	2021	2020
Government of Canada - First Nations and Inuit Health Branch - Jordan's Principle	\$ 1,469,124	\$ 785,303
GNWT - Student Success Initiative	64,376	41,609
GNWT - COVID-19 Support Funding	580,074	-
GNWT - Inclusive Schooling	100,000	-
	<b>\$ 2,213,574</b>	<b>\$ 826,912</b>

**12. Contribution Repayable**

YCS does not have any contribution repayable.

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**Notes to Consolidated Financial Statements**

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**13. Due from and to the Government of Canada**

	Accounts Receivable		AFDA		Net 2021		2020
<b>Receivable</b>							
GST Receivable	\$	152,070	\$	-	\$	152,070	\$ 210,797
	\$	<b>152,070</b>	\$	<b>-</b>	\$	<b>152,070</b>	\$ 210,797
<b>Payable</b>							
GST payable	\$	-	\$	-	\$	-	\$ 797
	\$	<b>-</b>	\$	<b>-</b>	\$	<b>-</b>	\$ 797

**14. Capital Lease Obligations**

YCS does not have any capital lease obligations.

**15 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, 2021.

Effective May 1, 2013 teaching and non-union staff could no longer contribute to the DC provision. Instead all indeterminate teaching and non-unionized staff joined a new Defined Benefit (DB) provision of the Plan. Effective July 1, 2013, all indeterminate unionized non-teaching staff also ceased to make contributions to the DC provision and joined the DB provision of the Plan. After July 1, 2013, there are no employees making contributions to the DC provision.

DC assets of the Plan will continue to be held in Trust for the individual employees unless they either elect to transfer their DC account to the DB provision or leave the employment of Yellowknife Catholic Schools.

No assets or liabilities related to the DC provision are recorded in the consolidated financial statements of Yellowknife Catholic Schools.

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**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

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**15. Pensions (continued)**

**(b) Defined Benefit Plan**

Effective May 1, 2013 a Defined Benefit (DB) provision was added to the Pension Plan for the Employees of Yellowknife Catholic Schools.

Summary of Defined Benefit provision:

Each permanent full-time employee, belonging to an eligible class of employees, automatically becomes a Member of the plan as of the first day of employment with YCS.

Each permanent part-time employee, belonging to an eligible class of employees, automatically becomes a Member of the plan if the employee earns at least 37% of the equivalent full-time earnings for his or her particular position.

All Members and the Employer have agreed to share the cost of benefits accrued annually, plus the administrative expenses of the DB plan in the following ratio:

- Employer 52.38%
- Employee 47.62%

Members are required to make contributions at 8.80% of earnings below the Year's Maximum Pensionable Earnings (YMPE) and 11.60% of earnings above YMPE. The YMPE for the 2020 calendar year is \$58,700 (2020 - \$57,400).

The employer must contribute to the DB pension trust fund each year no less than its portion of the total current service cost as determined by the Actuary. In addition, YCS shall contribute to the Solvency Account such additional amounts as may be required, based on the advice of the Actuary, to amortize any going concern unfunded liabilities and solvency deficiencies of the Plan.

Normal retirement date for an employee is when they terminate employment with YCS having reached the age of 65. An employee would be entitled to an unreduced early retirement date when the Members' age plus years of service at YCS total 90. A Member may elect to retire up to 10 years prior to their normal retirement date or their unreduced retirement date and take a reduced pension benefit.

The annual pension payable to Member who retires at the normal retirement date is equal to 1.30% of the Member's Best Average Pensionable Earnings up to the Average YMPE plus 2% of the Member's Best Average Pensionable Earnings in excess of the Average YMPE, multiplied by years of Pensionable Service. Pensionable Earnings and the YMPE are averaged over the best 10 years prior to termination, death or retirement.

The plan provides inflation protection during retirement at 75% of the increase in the Northwest Territories Consumer Price Index.

Benefits are vested immediately.

During fiscal 2020/2021 Yellowknife Catholic Schools contributed \$1,649,899 (\$1,585,283 in fiscal 2019/2020) in respect of DB accruals.

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**15. Pensions (continued)**

**(b) Defined Benefit Plan (continued)**

The date of the most recent actuarial valuation of the Plan is June 30, 2020, and extrapolated to June 30, 2021. The Accrued Benefit Obligation was calculated using the projected unit credit method, pro-rated on service.

The DB Pension Trust fund assets are recorded at fair market value.

**(c) Supplementary Defined Benefit Pension Plan**

The supplementary plan applies to the Superintendent and the Assistant Superintendents. The supplementary plan provides a pension benefit for pensionable earnings in excess of the defined benefit limit set out in the *Income Tax Act*. This plan is a non-contributory plan and is not funded until the employee terminates their employment from Yellowknife Catholic Schools. The employer is responsible to provide a pension at retirement equivalent to what the employee would have earned under the Defined Benefit provision of the Pension Plan for the Employees of Yellowknife Catholic schools if there were no *Income Tax Act* maximum pension limits in place. The accrued benefit obligation was calculated using the projected unit credit method, pro-rated on service.

**Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2021 is as follows:**

**(d) Plan assets**

	Pension Plan	Supplementary Plan	2021
Fair value, beginning of year	\$ 24,672,100	\$ -	\$ 24,672,100
Expected return on plan assets	1,225,000	-	1,225,000
Employer contributions	2,120,600	-	2,120,600
Employee contributions	1,474,600	-	1,474,600
Benefit payments and expenses	(1,360,200)	-	(1,360,200)
Experience gain	1,292,900	-	1,292,900
<b>Fair value, end of year</b>	<b>\$ 29,425,000</b>	<b>\$ -</b>	<b>\$ 29,425,000</b>

**(e) Accrued benefit obligations**

	Pension Plan	Supplementary Plan	2021
Balance, beginning of year	\$ 22,699,100	\$ 109,100	\$ 22,808,200
Current service cost	2,949,700	40,200	2,989,900
Interest cost on accrued benefit obligation	1,186,000	1,300	1,187,300
Benefit payments and expenses	136,200	-	136,200
<b>Balance, end of year</b>	<b>\$ 26,971,000</b>	<b>\$ 150,600</b>	<b>\$ 27,121,600</b>

**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

June 30, 2021

**15. Pensions (continued)**

**(f) Funded status**

	Pension Plan	Supplementary Plan	2021
Plan surplus / (deficit)	\$ 3,305,000	\$ (155,200)	\$ 3,149,800
Unrecognized (gains) losses	131,800	24,700	156,500
Accrued benefit asset (liability) before limit on assets	3,436,800	(130,500)	3,306,300
Impact of limit on assets	(3,436,800)	-	(3,436,800)
<b>Accrued benefit asset (liability) after limit on assets</b>	<b>\$ -</b>	<b>\$ (130,500)</b>	<b>\$ (130,500)</b>

**(g) Determination of pension cost**

	Pension Plan	Supplementary Plan	2021
Current service cost	\$ 1,475,100	\$ 40,200	\$ 1,515,300
Interest on accrued benefit obligation	(39,000)	1,300	(37,700)
Amortization of losses / (gains)	67,600	1,000	68,600
Change in valuation allowance	616,900	-	616,900
<b>Pension expense</b>	<b>\$ 2,120,600</b>	<b>\$ 42,500</b>	<b>\$ 2,163,100</b>

**Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2020 is as follows:**

**(h) 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
Benefit payments and expenses	(1,716,100)	-	(1,716,100)
Experience (loss) gain	(825,700)	-	(825,700)
<b>Fair value, end of year</b>	<b>\$ 24,672,100</b>	<b>\$ -</b>	<b>\$ 24,672,100</b>

**Yellowknife Catholic Schools**  
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**15. Pensions (continued)**

**(i) 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
Benefit payments and expenses	(1,716,100)	-	(1,716,100)
(Gains) / losses on accrued benefit obligation	(261,200)	21,100	(240,100)
<b>Balance, end of year</b>	<b>\$ 22,699,100</b>	<b>\$ 109,100</b>	<b>\$ 22,808,200</b>

**(j) 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 on limit of assets	(2,819,900)	-	(2,819,900)
<b>Accrued benefit asset (liability)</b>	<b>\$ -</b>	<b>\$ (88,000)</b>	<b>\$ (88,000)</b>

**(k) 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
Change in valuation allowance	558,100	-	558,100
<b>Pension expense</b>	<b>\$ 1,927,500</b>	<b>\$ 17,700</b>	<b>\$ 1,945,200</b>

**Yellowknife Catholic Schools**  
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**15. Pensions (continued)**

**(l) Actuarial assumptions**

	2021	2020
Discount rate - pension plan	4.75%	4.75%
Discount rate - supplementary plan	0.85%	2.30%
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	14.6 Years	20.2 Years

\* 2021 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B;  
2020 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B.

**(m) Plan assets consist of:**

	2021	2020
Fixed income securities	60%	60%
Equity securities	40%	40%

**16. Long-Term Debt**

	2021	2020
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.	\$ 404,460	\$ 520,741

The debenture is repayable annually as follows:

2022	120,000
2023	120,000
2024	120,000
2025	44,460

\$ 404,460

The debentures are registered.



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**17. 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, 2021. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2021 and the results extrapolated to June 30, 2021. 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	2021	2020
Accrued benefit obligation, beginning of year	\$ 660,315	\$ 365,523	\$ 1,025,838	\$ 1,233,626
Current service cost	50,497	27,039	77,536	72,557
Interest cost	18,085	10,141	28,226	38,924
Benefits paid	(94,601)	(8,993)	(103,594)	(503,285)
Actuarial gains/losses	(58,018)	(58,980)	(116,998)	184,016
Accrued benefit obligations, end of year	576,278	334,730	911,008	1,025,838
Unamortized net actuarial gain/loss	(136,972)	(29,157)	(166,129)	(339,688)
<b>Accrued benefit liability</b>	<b>\$ 439,306</b>	<b>\$ 305,573</b>	<b>\$ 744,879</b>	<b>\$ 686,150</b>

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**Notes to Consolidated Financial Statements**

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**17. Post-Employment Benefits and Compensated Absences (continued)**

**Benefits Expense**

	Severance and removal	Compensated absences	2021	2020
Current service cost	\$ 50,497	\$ 27,039	\$ 77,536	\$ 72,557
Interest cost	18,085	10,141	28,226	38,924
Amortization of net actuarial (gain)/loss	22,011	34,548	56,559	34,390
<b>Benefit expense, end of year</b>	<b>\$ 90,593</b>	<b>\$ 71,728</b>	<b>\$ 162,321</b>	<b>\$ 145,871</b>

The discount rate used to determine the accrued benefit obligation was an average of 3.30% (2020 - 2.70%). The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
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
2026	58,650	35,696	94,346
<b>Total</b>	<b>\$ 279,747</b>	<b>\$ 137,725</b>	<b>\$ 417,472</b>

**18. Trust Assets Under Administration**

YCS does not have any trust assets under administration.

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Notes to Consolidated Financial Statements

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19. Tangible Capital Assets

	Cost	Additions	Disposals	Amortization	Accumulated Amortization	Net Book Value, June 30, 2021	Net Book Value, June 30, 2020
<b>Land and improvements</b>	\$ 1,838,825	\$ -	\$ -	\$ -	\$ -	\$ 1,838,825	\$ 1,838,825
<b>Equipment</b>	770,268	146,327	-	62,070	472,769	443,826	359,569
<b>Buildings and Portables</b>							
Career and Technical Centre	2,878,916	-	-	73,888	1,253,378	1,625,538	1,699,423
Central Services offices	1,048,460	-	-	41,700	743,768	304,692	346,392
Ecole St. Joseph School	37,393,984	-	-	788,566	15,778,294	21,615,690	22,404,256
Ecole St. Patrick High School	12,292,334	-	-	321,853	7,759,309	4,533,025	4,854,878
Tallah Building	621,027	-	-	15,757	136,378	484,649	500,406
Weledeh Catholic School	12,576,011	452,120	-	358,324	6,605,822	6,422,309	6,328,513
	<b>66,810,732</b>	<b>452,120</b>	<b>-</b>	<b>1,600,088</b>	<b>32,276,949</b>	<b>34,985,903</b>	<b>36,133,868</b>
	<b>\$ 69,419,825</b>	<b>\$ 598,447</b>	<b>\$ -</b>	<b>\$ 1,662,158</b>	<b>\$ 32,749,718</b>	<b>\$ 37,268,554</b>	<b>\$ 38,332,266</b>

**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

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**20. Prepaid Expenses and Deposits**

	2021	2020
Insurance	\$ 451,621	\$ 148,180
Other	31,950	28,230
	<b>\$ 483,571</b>	<b>\$ 176,410</b>

**21. GNWT Assets Provided At No Cost**

The following assets were provided to the Authority by the GNWT at no cost.

	Cost	Accumulated Amortization	Net Book Value 2021	Net Book Value 2020
St. Joseph Portables 4Units	\$ 1,622,045	\$ 97,999	\$ 1,524,046	\$ 1,564,568

**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

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**22. Contractual Obligations**

YCS has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2021.

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	2022	2023	2024	2025+	Total
Anti-virus software	Aug 2021	\$ 557	\$ -	\$ -	\$ -	\$ 557
Courier services	June 2023	7,031	7,031	-	-	14,062
Janitorial	June 2022	645,687	-	-	-	645,687
PRI Lines	June 2024	13,264	13,264	13,264	-	39,792
Photocopier	May 2022	4,133	-	-	-	4,133
Postage machine	June 2024	171	171	171	-	513
Student bussing	August 2026	358,733	370,421	382,109	393,797	1,505,060
		<b>\$ 1,029,576</b>	<b>\$ 390,887</b>	<b>\$ 395,544</b>	<b>\$ 393,797</b>	<b>\$ 2,209,804</b>

Yellowknife Catholic Schools have collective agreements with the Northwest Territories Teachers' Association and the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers. A one-year agreement with the Northwest Territories Teachers' Association was signed for the period from September 2020 to August 2021. The Authority is currently in negotiation with NWTTA on a new collective agreement. A three-year agreement with the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers was signed for a period from July 2019 to June 2022.

**23. Contingencies**

The Authority does not have any contingencies.

**Yellowknife Catholic Schools**  
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**Notes to Consolidated Financial Statements**

June 30, 2021

**24. Related Parties**

YCS has the following transactions with government and other government controlled organizations:

**Due to related parties:**

	2021	2020
<b>Government of the Northwest Territories</b>		
Department of Finance	\$ -	\$ 99

**Due from related parties:**

	Accounts Receivable	AFDA	2021	2020
<b>Government of the Northwest Territories</b>				
Aurora College	\$ 12,863	\$ -	\$ 12,863	\$ 24,994
Department of Education, Culture and Employment	-	-	-	159,212
Department of Finance	6,288	-	6,288	38,736
NWT Health and Social Services - Yellowknife Region	-	-	-	4,330
<b>Total due from related parties</b>	<b>\$ 19,151</b>	<b>\$ -</b>	<b>\$ 19,151</b>	<b>\$ 227,272</b>

**Revenues from related parties:**

	2021	2020
<b>Government of the Northwest Territories</b>		
Department of Education, Culture and Employment	\$ 20,828,867	\$ 20,116,548
Department of Municipal and Community Affairs	28,900	63,650
Department of Health and Social Services	14,308	8,792
Department of Environment and Natural Resources	8,000	8,000
<b>Beaufort Delta Education Authority</b>	15,000	15,000
<b>Aurora College - Tallah building</b>	120,289	119,399
<b>Dettah District Education Authority</b>	<b>\$ 34,678</b>	<b>\$ 130,650</b>

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**24. Related Parties (continued)**

**Expenses from related parties:**

	2021	2020
<b>Government of the Northwest Territories</b>		
Department of Education, Culture and Employment	\$ -	\$ 3,673
Department of Infrastructure	2,824	4,563
Department of Finance - debenture	120,000	120,000
Department of Finance	-	875
Department of MACA	17,000	-
NWT Health and Social Services	4,615	545
<b>YK Education District No. 1</b>	1,430	615
<b>South Slave Divisional Education</b>	65	1,353
<b>Commission Scholaire Francophone</b>	-	2,455
<b>Dehcho Divisional Education Council</b>	\$ 600	\$ 875

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**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 revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of YCS.

The budget figures presented are those approved by the Trustees of YCS on June 17, 2020 and have not been audited.

**26. 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.

**27. 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.

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**27. Risk Management (continued)**

**(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 June 30, 2021 is as follows:

	<b>2021</b>
Cash and cash equivalents	\$ 10,622,607
Due from the Government of Canada	152,070
Accounts receivable	27,705
Maximum credit risk exposure	<u>\$ 10,802,382</u>

At June 30, 2021, the following accounts receivable were past due but not impaired.

	30 days	60 days	90 days
\$	23,011	-	\$ 4,068

At June 30, 2021, YCS does not have any impaired accounts receivable.

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, 2021, receivables from one (2020 - two) customer(s) comprised 46% (2020 - 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 \$404,460 (2020 - \$520,741) 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.



**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

June 30, 2021

**27. Risk Management (continued)**

**(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.

<b>Financial assets</b>	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Cash and cash equivalents	\$ 10,622,607	\$ -	\$ -	\$ -
Due from the government of Canada	152,070	-	-	-
Accounts receivable	27,705	-	-	-
<b>Total assets</b>	<b>\$ 10,802,382</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Total assets - prior year	\$ 8,401,609	\$ -	\$ -	\$ -
<b>Financial liabilities</b>	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Accounts payable and accrued liabilities	\$ 283,894	\$ -	\$ -	\$ -
Due to the Government of Canada	-	-	-	-
Long-term debt	58,010	61,990	284,460	-
Accrued payroll liabilities	3,024,310	-	-	-
<b>Total liabilities</b>	<b>\$ 3,366,214</b>	<b>\$ 61,990</b>	<b>\$ 284,460</b>	<b>\$ -</b>
Total liabilities - prior year	\$ 3,291,580	\$ 58,012	\$ 354,041	\$ 50,677
<b>Net total</b>	<b>\$ 7,436,168</b>	<b>\$ (61,990)</b>	<b>\$ (284,460)</b>	<b>\$ -</b>
Net total - prior year	\$ 5,110,029	\$ (58,012)	\$ (354,041)	\$ (50,677)

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.

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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June 30, 2021

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**28. Expenses By Object**

	2021 Budget	2021 Actual	2020 Actual
Amortization	\$ 1,600,000	\$ 1,662,158	\$ 1,659,313
Compensation	23,705,769	24,223,314	21,728,429
Interest on long-term debt	15,000	3,719	10,884
Materials/Freight	785,942	1,401,630	868,748
Services Purchased/Contracted	3,355,295	3,954,367	3,237,188
	<b>\$ 29,462,006</b>	<b>\$ 31,245,188</b>	<b>\$ 27,504,562</b>

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**29. Subsequent Events**

On July 15, 2021, YCS signed a Memorandum of Understanding with GNWT for a federal funding of \$1.237M to be received in the upcoming fiscal year. This funding is to be used for installation of pellet boilers in the schools.

**30. Comparative Figures**

The consolidated financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

**June 30, 2021**

**31. ECE Contributions**

	2021	2020
<b>Original contribution</b>	\$ 20,459,801	\$ 19,190,309
Student Success Initiative	80,233	61,391
Deferred Inclusive Schooling	(100,000)	-
Termination benefits	344,057	131,994
NWTTA Collective bargaining adjustment	362,164	-
Mentorship release time	28,808	27,976
Modular furniture and equipment	-	50,000
CYCC Phase 3 adjustment	(346,196)	-
UNW Collective bargaining impact	-	152,292
UNW Northern Allowance revised	-	10,216
<b>Updated contribution</b>	<b>\$ 20,828,867</b>	<b>\$ 19,624,178</b>
After school program subsidy	46,204	49,372
Diplôme d'Études en Langue Française (DELF)	40,000	40,000
Extra French funding	111,400	23,000
French language funding	280,500	280,500
COVID-19 support funding	1,074,672	-
Junior kindergarten COVID grant	24,500	-
Official language	5,723	7,500
Self regulation	10,000	4,945
Health and wellness	-	28,620
Regional Inclusive Schooling	-	16,823
<b>TOTAL</b>	<b>\$ 22,421,866</b>	<b>\$ 20,074,938</b>

**32. GNWT - Other Contributions**

	2021	2020
<b>Department of MACA</b>		
Active After School	\$ 45,900	\$ 46,650
Regional youth handgames	(17,000)	17,000
<b>Department of Health and Social Services</b>		
Drop the Pop	14,175	8,792
<b>Department of Environment &amp; Natural Resources</b>		
Take a Kid Trapping	8,000	8,000
<b>Department of Justice</b>		
Darkspark	-	20,000
<b>TOTAL</b>	<b>\$ 51,075</b>	<b>\$ 100,442</b>

**33. Contingent Assets**

YCS does not have any contingent assets.

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**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Notes to Consolidated Financial Statements**

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**June 30, 2021**

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**34. Contractual Rights**

YCS has entered into a number of contracts that will become assets and revenues in the future when the terms of the contracts are met:

	2022	2023	2024	2025 and beyond	Total
Jordan's Principle	\$ 2,990,196	\$ -	\$ -	\$ -	2,990,196
Tallah Building	107,426	-	-	-	107,426
Core Funding	20,281,489	-	-	-	20,281,489
	<u>\$ 23,379,111</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>23,379,111</u>

YCS has entered a rental agreement with Aurora College for the rental of the Tallah Building. The lease agreement expires on June 30, 2022.

**35. COVID-19**

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) have had a material impact on the Authority's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Authority has received \$1.07 million additional funding from the Department of Education, Culture and Employment during the year, the purpose of which was to provide COVID-19 related cost offsets for the reopening of schools in the fiscal year. The unused portion will continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses.

**Yellowknife Catholic Schools**  
(Yellowknife Public Denominational District Education Authority)

**Schedule 1**  
**Operating Fund - Detail of Expenses**

For the period ended June 30, 2021

	School Programs	Inclusive Schooling (Schedule 2)	Administration	Board Operations and Maintenance	Indigenous Languages and Culture (Schedule 3)	Transfer & Others	Jordan's Principle	Total 2021	Budget 2021	Total 2020
<b>Salaries</b>										
Teachers	\$ 10,412,085	\$ 1,289,762	-	\$ -	\$ 302,619	-	\$ 644,696	\$ 12,649,162	\$ 11,587,213	\$ 11,187,589
Instruction assistants	-	1,815,459	-	-	-	-	1,720,744	3,536,203	4,118,188	2,539,122
Non-instructional	951,112	-	1,489,522	308,340	95,900	-	-	2,844,874	3,346,147	2,724,153
Board honoraria	-	-	71,050	-	-	-	-	71,050	68,000	70,026
	<b>11,363,197</b>	<b>3,105,221</b>	<b>1,560,572</b>	<b>308,340</b>	<b>398,519</b>	<b>-</b>	<b>2,365,440</b>	<b>19,101,289</b>	<b>19,119,548</b>	<b>16,520,890</b>
<b>Employee Benefits</b>										
Employee benefits	3,061,741	736,245	294,820	89,187	85,877	-	681,322	4,949,192	4,481,221	4,997,783
Leave and termination benefits	172,833	-	-	-	-	-	-	172,833	105,000	209,756
	<b>3,234,574</b>	<b>736,245</b>	<b>294,820</b>	<b>89,187</b>	<b>85,877</b>	<b>-</b>	<b>681,322</b>	<b>5,122,025</b>	<b>4,586,221</b>	<b>5,207,539</b>
<b>Services Purchased/Contracted</b>										
Advertising/publishing	10,056	-	25,674	17,060	1,104	-	-	53,894	64,400	33,353
Communication	59,467	-	25,517	5,001	-	-	-	89,985	34,100	77,924
Contracted services	1,050,334	-	2,268	796,670	14,036	-	8,548	1,871,856	1,175,500	1,176,711
Maintenance & repairs	743	-	-	449,690	8,782	-	-	459,215	350,200	416,590
Other	29,472	-	34,699	12,982	-	-	-	77,153	106,000	96,187
Professional/technical	559	76,988	99,603	-	2,401	-	-	179,551	266,595	207,542
Rental/leases	32,428	-	285	-	-	-	-	32,713	10,500	40,917
Student transportation	386,510	1,021	-	-	-	-	-	387,531	435,000	328,974
Travel	760	-	6,649	-	-	-	-	7,409	32,500	25,988
Utilities: Electricity	-	-	-	387,379	-	-	-	387,379	435,000	405,084
Heating	-	-	-	307,534	-	-	-	307,534	331,000	328,566
Water/sewage	-	-	-	100,147	-	-	-	100,147	114,500	99,352
	<b>1,570,329</b>	<b>78,009</b>	<b>194,695</b>	<b>2,076,463</b>	<b>26,323</b>	<b>-</b>	<b>8,548</b>	<b>3,954,367</b>	<b>3,355,295</b>	<b>3,237,188</b>

Continued on next page

**Yellowknife Catholic Schools**  
**(Yellowknife Public Denominational District Education Authority)**

**Schedule 1 (continued)**  
**Operating Fund - Detail of Expenses**

**For the period ended June 30, 2021**

	School Programs	Inclusive Schooling (Schedule 2)	Administration	Board Operations and Maintenance	Indigenous Languages and Culture (Schedule 3)	Transfer & Others	Jordan's Principle	Total 2021	Budget 2021	Total 2020
<b>Materials/Freight</b>										
Materials	\$ 617,225	\$ 66,804	\$ 58,592	\$ 260,999	\$ 85,453	\$ -	\$ 308,413	\$ 1,397,486	\$ 785,942	\$ 864,961
Freight	4,144	-	-	-	-	-	-	4,144	-	3,787
	<b>621,369</b>	<b>66,804</b>	<b>58,592</b>	<b>260,999</b>	<b>85,453</b>	<b>-</b>	<b>308,413</b>	<b>1,401,630</b>	<b>785,942</b>	<b>868,748</b>
Amortization	-	-	-	-	-	1,662,158	-	1,662,158	1,600,000	1,659,313
Debtenture Interest	-	-	-	-	-	3,719	-	3,719	15,000	10,884
	-	-	-	-	-	1,665,877	-	1,665,877	1,615,000	1,670,197
	<b>\$ 16,789,469</b>	<b>\$ 3,986,279</b>	<b>\$ 2,108,679</b>	<b>\$ 2,734,989</b>	<b>\$ 596,172</b>	<b>\$ 1,665,877</b>	<b>\$ 3,363,723</b>	<b>\$ 31,245,188</b>	<b>\$ 29,462,006</b>	<b>\$ 27,504,562</b>

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

Schedule 2  
 Detail of Inclusive Schooling Expenses

For the period ended June 30, 2021

	Staff Development	General Inclusive Schooling	Assistive Technology	Magnet Facilities	Total
<b>Salaries</b>					
Teachers	\$ 3,578	\$ 1,173,843	\$ -	\$ 112,342	\$ 1,289,763
Instruction assistants	-	1,815,459	-	-	1,815,459
	<b>3,578</b>	<b>2,989,302</b>	<b>-</b>	<b>112,342</b>	<b>3,105,222</b>
<b>Employee Benefits</b>	-	<b>683,002</b>	-	<b>53,243</b>	<b>736,245</b>
<b>Services Purchased/Contracted</b>					
Professional/technical	-	76,988	-	-	76,988
Student transportation	-	1,021	-	-	1,021
	-	<b>78,009</b>	-	-	<b>78,009</b>
<b>Materials/Freight</b>	<b>132</b>	<b>24,302</b>	<b>39,477</b>	<b>2,892</b>	<b>66,803</b>
	<b>\$ 3,710</b>	<b>\$ 3,774,615</b>	<b>\$ 39,477</b>	<b>\$ 168,477</b>	<b>\$ 3,986,279</b>

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Schedule 3**  
**Indigenous Languages and Culture Program Expenses**

For the period ended June 30, 2021

	Student Instruction	Teacher/ Learning Resources	Professional Development	School and Community Programs	Total
<b>Salaries</b>					
Teachers	\$ 301,415	\$ 1,203	\$ -	\$ -	\$ 302,618
Non-instructional	-	73,950	-	21,950	95,900
	<b>301,415</b>	<b>75,153</b>	<b>-</b>	<b>21,950</b>	<b>398,518</b>
<b>Employee Benefits</b>	<b>85,877</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>85,877</b>
<b>Services Purchased/Contracted</b>					
Advertising/publishing	-	1,104	-	-	1,104
Contracted services	-	-	14,036	-	14,036
Maintenance & repairs	-	-	8,782	-	8,782
Professional/technical	-	-	2,401	-	2,401
	<b>-</b>	<b>1,104</b>	<b>25,219</b>	<b>-</b>	<b>26,323</b>
<b>Materials/Freight</b>	<b>-</b>	<b>3,353</b>	<b>51</b>	<b>82,050</b>	<b>85,454</b>
	<b>\$ 387,292</b>	<b>\$ 79,610</b>	<b>\$ 25,270</b>	<b>\$ 104,000</b>	<b>\$ 596,172</b>



**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Schedule 4**  
**French Language Programs**

For the period ended June 30, 2021

	Contribution from GNWT	Commitment from YCS	Actual Expenses	(Over) under Expenses
<b>Bilateral Agreement Funding</b>				
<b>Special Projects</b>				
Consultant - Immersion/Core French	\$ 60,000	\$ 87,000	\$ 160,815	\$ (13,815)
Core French (salary and benefits)	100,000	182,000	317,500	(35,500)
French cultural activities	4,000	5,000	9,978	(978)
French resources	11,000	8,000	23,008	(4,008)
Teacher Retention and Recruitment	3,700	812	-	4,512
Expansion of French Immersion programming	107,700	71,800	172,680	6,820
Literacy (salary and benefits)	56,000	65,000	153,848	(32,848)
Professional development	4,000	8,000	8,022	3,978
Teachers assistant (salary and benefits)	45,500	30,000	84,461	(8,961)
<b>Total</b>	<b>\$ 391,900</b>	<b>\$ 457,612</b>	<b>\$ 930,312</b>	<b>\$ (80,800)</b>

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Schedule 5**  
**Student Success Initiative Projects**

For the period ended June 30, 2021

	Student Agency	Student Wellness	Leadership Development	Numeracy	Math Project	Compacting the Curriculum	Total
<b>Revenues</b>							
Government of Northwest Territories - Department of Education, Culture and Employment	\$ 34,109	\$ 47,500	\$ 28,000	\$ 3,500	\$ 14,500	\$ 17,000	\$ 144,609
<b>Expenses</b>							
Salaries	-	5,520	14,332	4,839	300	8,734	33,725
Employee Benefits	-	-	124	-	-	101	225
Services Purchased/Contracted	37,712	-	-	-	-	3,000	40,712
Contracted services Professional/technical	-	-	4,700	-	-	-	4,700
Services Purchased/Contracted	37,712	-	4,700	-	-	3,000	45,412
Materials/Freight	631	-	241	-	-	-	872
	38,343	5,520	19,397	4,839	300	11,835	80,234
<b>Net surplus (deficit)</b>	\$ (4,234)	\$ 41,980	\$ 8,603	\$ (1,339)	\$ 14,200	\$ 5,165	\$ 64,375
<b>Deferred Revenue</b>							\$ (64,375)

**Yellowknife Catholic Schools**  
**(Yellowknife Public Denominational District Education Authority)**

Schedule 6  
 Jordan's Principle

For the period ended June 30, 2021

	June 30, 2021 Budget	June 30, 2021 Actual	June 30, 2020 Actual	July 2020 to March 2021 Actual	April 2021 to June 2021 Actual
<b>Revenues</b>					
<b>Government of Canada</b>					
First Nation and Inuit Health Branch	\$ 2,291,251	\$ 4,047,544	\$ 1,893,917	\$ 3,050,812	\$ 996,732
Carry Forward from Previous Year	-	785,303	498,838	785,303	1,886,707
<b>Total Revenues</b>	<b>2,291,251</b>	<b>4,832,847</b>	<b>2,392,755</b>	<b>3,836,115</b>	<b>2,883,439</b>
<b>Expenses</b>					
Administration	-	255,831	219,523	191,873	63,958
Personnel	2,299,251	3,046,762	1,341,070	1,717,338	1,329,423
Materials and Supplies	-	52,582	22,756	35,952	16,630
Other	-	8,548	24,103	4,245	4,304
<b>Total Expenses</b>	<b>2,299,251</b>	<b>3,363,723</b>	<b>1,607,452</b>	<b>1,949,408</b>	<b>1,414,315</b>
<b>Net surplus (deficit)</b>	<b>\$ (8,000)</b>	<b>\$ 1,469,124</b>	<b>\$ 785,303</b>	<b>\$ 1,886,707</b>	<b>\$ 1,469,124</b>

**Yellowknife Catholic Schools**  
 (Yellowknife Public Denominational District Education Authority)

**Schedule 7**  
**Schedule of Utilities Expenses**

<b>For the school year ended June 30,</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>Total Expense</b>	<b>Average Expense</b>
Fuel Oil	\$ 284,470	\$ 295,676	\$ 295,822	\$ 875,968	\$ 291,989
Electricity	387,379	405,084	427,676	1,220,139	406,713
Pellets	31,612	32,889	32,928	97,429	32,476
Water	77,292	69,046	65,687	212,025	70,675
Garbage	32,855	30,306	33,639	96,800	32,267
	<b>\$ 813,608</b>	<b>\$ 833,001</b>	<b>\$ 855,752</b>	<b>\$ 2,502,361</b>	<b>\$ 834,120</b>

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## Approvals

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### *Audited Financial Statements*



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Education Body Chair

November 16, 2021

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Date



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Superintendent

November 16, 2021

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Date

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**Education Accountability Framework**

**Yellowknife Education**

**District No. 1**

**Annual Report**

**For the 2020-21 School Year**

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**Cadre de responsabilisation en éducation**

# **Administration scolaire de district n° 1 de Yellowknife**

**Plan de fonctionnement et rapport  
annuel**

**Année scolaire 2020-2021**

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## Plan de fonctionnement – Sommaire

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Le plan de fonctionnement de l'Administration scolaire de district n° 1 de Yellowknife pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district n° 1 de Yellowknife pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (**incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19**) :

Dans la continuité de la planification de l'année dernière, l'Administration scolaire de district n° 1 de Yellowknife (YK1) a établi des priorités et des buts éducatifs pour 2020-2021 fondés sur trois piliers qui incorporent les politiques et les directives du ministère de l'Éducation, de la Culture et de la Formation (dont l'intégration scolaire, et l'éducation et les langues autochtones), de même que sur les priorités stratégiques de YK1. En outre, les cinq priorités définies par le MÉCF sont incluses dans nos objectifs et cibles à venir : réussite des élèves dans les domaines de la littératie et de la numératie, langue et culture, bien-être des élèves et des éducateurs, enseignement personnalisé et intégration scolaire ainsi que compétences clés.

Les priorités stratégiques de YK1 sont les suivantes :

Veiller à ce que tous les élèves atteignent le niveau d'apprentissage correspondant à leur potentiel.

Veiller à ce que tous les élèves bénéficient de programmes qui répondent à leurs divers besoins d'apprentissage, de façon respectueuse et inclusive

Veiller à ce que tous les élèves et les employés s'intéressent aux langues, aux perspectives et à l'enseignement fondé sur la culture autochtone

Veiller à ce que les élèves adoptent des modes de vie sains et établissent des relations respectueuses et bienveillantes

Les trois piliers sont les suivants :

**Pédagogies inclusives, adaptation de nos pratiques aux cultures autochtones et apprentissage socioaffectif et bien-être et compétences clés**

Le tableau suivant fait ressortir les objectifs et les axes retenus pour 2020-2021. Toutes les activités de perfectionnement professionnel tiendront compte de ces piliers.

**NOTE** : À noter que compte tenu de l'interruption de la dernière année scolaire due à la pandémie de COVID-19, et la nature des objectifs qui sont élaborés de manière à s'échelonner sur de longues années, les plans de 2020-2021 de YK1 sont pratiquement inchangés. Certaines nouvelles initiatives viennent s'ajouter et d'autres sont modifiées, mais nombre d'entre elles sont toujours en cours.

\* Nouvelle initiative visée par les objectifs scolaires de 2020-2021



## OBJECTIFS ÉDUCATIFS DE YK1 POUR 2019-2010

Pédagogies inclusives		Adaptation de nos pratiques aux cultures autochtones		Apprentissage socioaffectif et bien-être & compétences clés	
Priorité stratégique n° 1	Priorité stratégique n° 2	Priorité stratégique n° 1	Priorité stratégique n° 3	Priorité stratégique n° 2	Priorité stratégique n° 4
Mathématiques / Sciences/ * Alphabétisation des jeunes enfants ANG/FRA	La diversité en enseignement grâce aux pratiques pédagogiques flexibles	Plan d'action en littératie ANG/FRA Ressources Intégration	Classes de langues et de cultures autochtones	Plans de sécurité des écoles	Adaptation en fonction des résultats de l'IMDPE à l'échelle du district et des écoles
Adaptation aux résultats de l'IMDPE à l'échelle du district et des écoles	Rédaction collaborative de plans de soutien à l'élève et de plan d'enseignement individualisé	Planification de leçons pluridisciplinaires pour l'intégration du programme <i>Dene Kede</i>	Environnements adaptés aux cultures autochtones	Plans de soutien au comportement	Mise à jour des procédures de YK1
Adoption de pratiques pédagogiques fondées sur la recherche dans les programmes d'anglais et de français	Soutien aux pratiques des enseignants (60 %)	* De meilleurs résultats pour les apprenants du Nord	Aînés et détenteurs du savoir	Recours à des professionnels de l'extérieur pour soutenir l'apprentissage socioaffectif et l'autorégulation	Programmes comme la formation Quatrième R, le programme Skillstreaming
Intégration des technologies pour faciliter l'enseignement et l'apprentissage	Soutien des élèves aux besoins complexes en salle de classe		Intégrer des expériences culturelles		Soutenir la diversité, p. ex. alliances homosexuelles-hétérosexuelles
Évaluation de l'enseignement	Technologies d'assistance		Comité d'éducation et de langues autochtones		Programmes comme l'activité physique et les arts

			dans toutes les écoles		
Le plan d'action en littératie comprend : ANG/FRA – alphabétisation dans toutes les disciplines, incluant les mathématiques et les sciences – pratiques fondées sur la recherche qui aident tous les apprenants					Classes axées sur les relations
					* Documentation pour le développement des apprenants, de la 1 <sup>re</sup> à la 8 <sup>e</sup> année

## Rapport annuel – Sommaire

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Le rapport annuel 2020-2021 de l'Administration scolaire de district n° 1 de Yellowknife 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.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Pour l'Administration scolaire de district n° 1 de Yellowknife, les priorités et objectifs de 2020-2021 décrits dans nos piliers ont largement été atteints. La dernière année a été marquée par la croissance et les efforts déployés par le personnel de district de YK1 et les membres du conseil d'administration pour définir de nouvelles priorités stratégiques. Bien que l'orientation et le point de mire du district ne changeront pas l'année prochaine, certains domaines seront mieux élaborés. Par exemple, l'*initiative d'alphabétisation des apprenants du Nord* (Nurturing Northern Literacy Learners), destinée aux élèves de la 1<sup>re</sup> à la 3<sup>e</sup> année, a été bien accueillie. En phase avec l'ébauche du plan d'action en alphabétisation, l'initiative inclura désormais les élèves de 4<sup>e</sup> et 5<sup>e</sup> année.

Au cours de la prochaine année scolaire, un groupe de travail composé de représentants d'enseignants de toutes les écoles sera formé afin d'accroître les connaissances de ses membres en mathématiques, mais aussi celles des élèves. Cette année encore, le travail réalisé par nos consultants externes pour soutenir nos objectifs aura été bénéfique. Les restrictions imposées par la pandémie ont eu des impacts sur le perfectionnement professionnel. De fait, certaines formations n'ont pas été offertes pendant les jours de classe en raison du manque d'enseignants suppléants, et ce, même si l'assiduité des enseignants était bonne.

L'inclusion, c'est-à-dire la satisfaction des divers besoins des élèves en classe, nous a demandé des efforts particuliers. Ce point continuera de faire l'objet d'un suivi et d'être développé avec nos enseignants l'an prochain. Même si le Programme de conseillers en soins à l'enfance et à la jeunesse (PCSEJ) constitue un ajout intéressant pour nos écoles, la nouvelle initiative aura nécessité une certaine période d'ajustement.

Figurant dans la planification de l'année dernière, la mise en œuvre du plan pour le développement des apprenants a été reportée. Nous devons d'abord réexaminer ce plan au regard de la décision du MÉCF découlant de son évaluation du fournisseur de curriculum.

## Operating Plan - Executive Summary

Yellowknife Education District No. 1's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with Yellowknife Education District No. 1's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, **including any specific information related to the COVID-19 pandemic:**

As a continuation of the previous year's planning, Yellowknife Education District No. 1 (YK1) has set educational priorities and goals for 2020-2021 based on three pillars that incorporate Education, Culture and Employment policies and directives, including Inclusive Schooling and Indigenous Languages and Education, as well as YK1 strategic priorities. Also, included in our planned goals and targets are the five priorities articulated by ECE; Student achievement in Literacy and Numeracy, Language and Culture, Student & Educator Wellness, Personalized and Inclusive Education, and Key Competencies.

YK1 strategic priorities are as follows:

1. To ensure all students reach their highest level of learning
2. To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner
3. To ensure all students and staff are engaged in Indigenous Languages, perspectives, and culture-based education
4. To ensure students engage in healthy lifestyles and respectful, caring relationships

The three pillars are as follows:

**Inclusive Pedagogies, Indigenizing our Practices, and Social Emotional Learning (SEL), Wellness, and Key Competencies**

The following chart highlights planned goals and foci for 2020-2021. All professional development will align with the identified pillars.

**NOTE:** It should be noted that given the interruption of the past school year due to the COVID-19 pandemic, and the nature of goals that are developed to span years, the plans for YK1 in 2020-2021 are not changing significantly. Some new initiatives are being added and others tweaked but many are ongoing.

\*indicates a new initiative for 2020-2021 Educational Goals

## YK1 2020-2021 EDUCATIONAL GOALS

Inclusive Pedagogies		Indigenizing Our Practices		Social Emotional Learning (SEL), Wellness & Key Competencies	
Strategic Priority #1	Strategic Priority #2	Strategic Priority #1	Strategic Priority #3	Strategic Priority #2	Strategic Priority #4
Math/Science/ *Early Literacy Foci EN/FR	Teaching to Diversity using flexible instructional practices	Literacy Action Plan EN/FR -resources -integration	ILE classes	Safe School Plans	Responding to MDI results at district and school levels
Responding to EDI results at district/school levels	Collaborative writing of responsive SSPs/IEPs	Cross-curricular planning and integration of <i>Dene Kede</i>	Indigenizing environments	Behaviour Plans	Continue updating YK1 Procedures
Research-based instructional practices in EN/FR programs	Supporting teacher practices (60%)	*Changing Results for Northern Learners	Elders and Knowledge Keepers	Use of outside professionals to support SEL and Self-Regulation	Programs e.g. 4th R, Skillstreaming
Technology Integration to support teaching and learning	Supporting complex needs in the classroom setting		Cultural Experiences		Supporting diversity e.g. Gay Straight Alliance (GSA)
Assessment to Instruction	Assistive technology		ILE Committees at each school		Programming e.g. Physical activity/Arts
Literacy Action Plan to include: EN/FR -literacy in all the disciplines including Math/Science -research-based practices that support all learners					Relationship focused classrooms

**Annual Report**

					*Growth as a Learner documentation Grades 1-8

## Annual Report - Executive Summary

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Yellowknife Education District No. 1's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year, **including any specific information related to the COVID-19 pandemic:**

Yellowknife Education District No. 1 Priorities and Goals for 2020-2021 as outlined in our pillars were largely met. This has been a year of growth as YK1 district staff worked with the Board Trustees to develop new Strategic Priorities. Although, the direction and focus of the district will remain much the same in the upcoming year, there will be some areas that will be further developed. As an example, Nurturing Northern Literacy Learners for Grades 1-3 was well received. This initiative aligned with our draft Literacy Action Plan. In 2021-2022, this will be expanded to include Grades 4-5.

In the next school year, a working group will be created to build capacity within the group and in the schools. The focus of this group of teacher representatives from all the schools will be on numeracy.

Work with our outside consultants to support our goals continued to be positive again this year. The effects of COVID-19 restrictions did have some impact on professional development. Some sessions were not offered during the school day due to the lack of substitute teachers, although staff attendance was good.

Areas of challenge were in the area of inclusion, that is meeting the diverse needs of students in the classroom setting. This will continue to be a focus for support and growth with our teachers next year. Although the addition of Child Youth Care Counsellors (CYCC) has been a positive addition to our schools, this year has been a time of adjustment to this new initiative.

Our Growth as a Learner plans as outlined in our last year's plans has been deferred. Due to efforts at ECE to review the curriculum provider we will revisit Growth as a Learner based on their decision.

## 1. Administration and School Services

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Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.



## ***A. Governance of Education Bodies***

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the 2,211 students it serves.

Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

### **District Education Authority Trustees**

\*as elected in the fall of 2018 for a term of three years, followed by one year and four years. Confirmed 4 years to align with the city of Yellowknife elections

Chairperson:	Tina Drew
Vice Chairperson:	Satish Garikaparthi
Trustees:	Terry Brookes Jay Butler Rajiv Rawat Al McDonald John Stephenson

### **Administration**

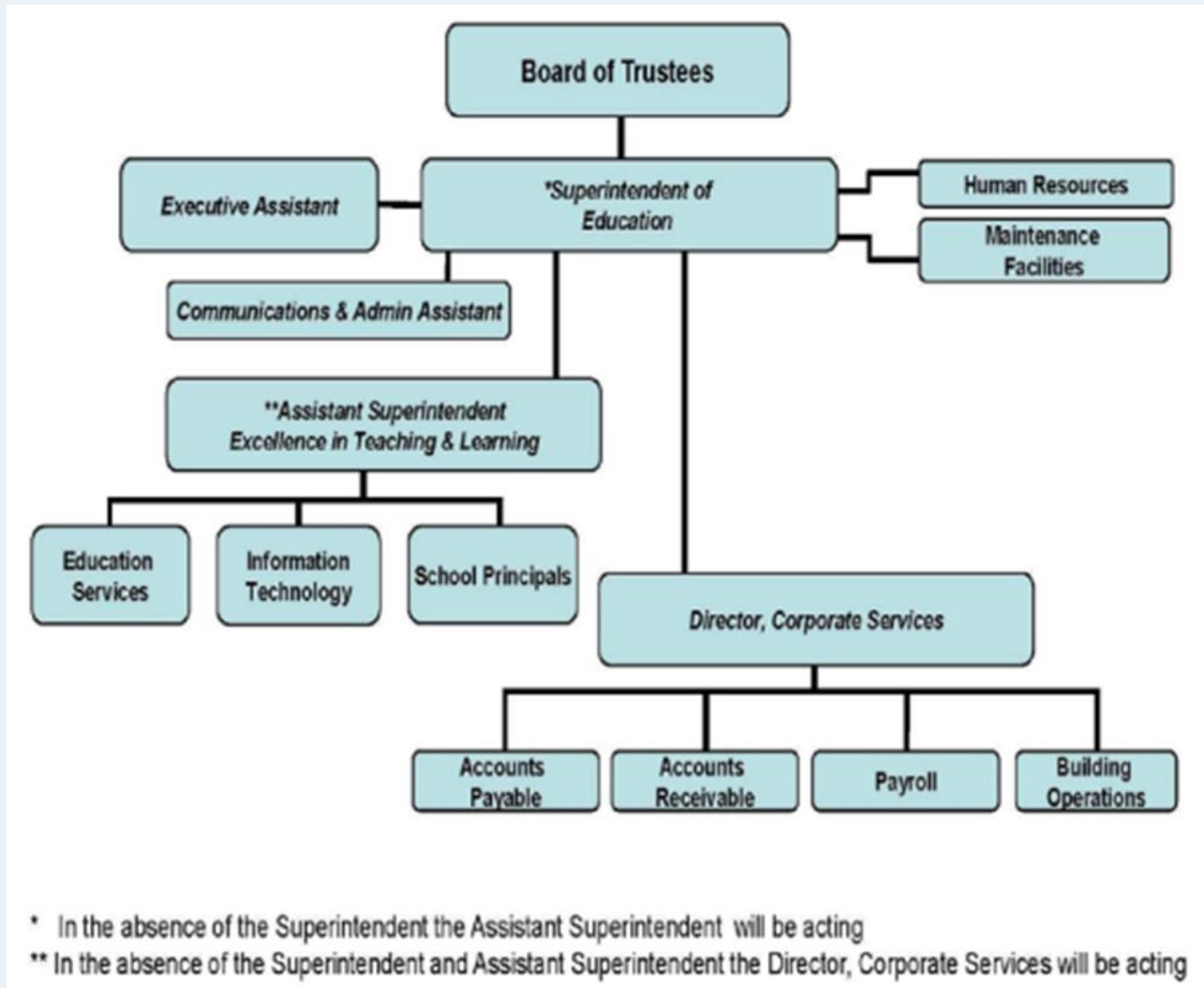
Superintendent of Education:	Ed Lippert
Assistant Superintendent:	Shirley Zouboules
Director of Corporate Services:	Tram Do

During their time 'in office', Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees are elected every three years. There are no options to renew unless they are re-elected.

Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.

**B. Functional Organizational Chart**

The following table details the functional organization of the Education Body:



### C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Strategic Planning	Cindi Vasalenak Terry Gunderson	Board Trustees	October/November Date TBD	Yes February 2021  Additionally, delivered the following:  Budget and Fiscal Oversight - April 2021  Four Seasons of Reconciliation - May 2021	
				Two trustees attended the following ASBA events:  Advocacy Leadership Academy - February 2021  Learning Resource Centre - March 2021  Indigenous Leadership Panel Discussions (CSBA through ASBA) - March 2021	

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**\*\*Due to COVID restrictions, plans are not yet confirmed for 2020-2021**

#### ***D. Education Body Meetings***

According to section 109 of the *Education Act*, "Divisional Education Council shall meet at least three times a year and at any other times that it may decide". The following table details the schedule of Education Body meetings is planned for the upcoming school year:

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned? <i>(Yes/No)</i></b>	<b>If No, why not?</b>
September 8, 2020	Virtual Meetings dependent on approved re-opening plan	Yes	
October 13, 2020	District DEA Office	Yes	
November 10, 2020	District DEA Office	Yes	
December 18, 2020	District DEA Office	Yes	
January 12, 2021	District DEA Office	Yes	
February 9, 2021	District DEA Office	Yes	
March 9, 2021	District DEA Office	Yes	
April 13, 2021	District DEA Office	Yes	
May 11, 2021	District DEA Office	Yes	
June 8, 2021	District DEA Office	Yes	

### E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.

<b>Total Number of Schools in District</b>	<b>6</b>	<b>Total Anticipated Student Head Count</b>	<b>2211 students</b> *based on end of June 2020 enrollment
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	<ul style="list-style-type: none"> <li>• École J.H. Sissons (EJHS) offers French Immersion programming</li> <li>• Special programs include choir, musical theatre, afterschool athletics and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess and choir</li> <li>• Students and staff participate in a 7-day annual French language and culture camp - 'Camp de neige' - at the Yellowknife Ski Club</li> </ul>
Mildred Hall School (MHS)	Yellowknife	JK-8	<ul style="list-style-type: none"> <li>• Mildred Hall School (MHS) is an English school which also offers Core French and Wilìideh language courses</li> <li>• The Birchbark Discovery Centre is a community-based alternative education program for children in Grades 1 to 4 based out of Mildred Hall School.</li> <li>• The school offers many extracurricular activities such as team sports, fine arts, guitar, fiddling and</li> </ul>

			<p>various band instruments; alternative sports such as mountain biking and roller blading; alternative options such as jigging, LEGO® and crochet clubs</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• MHS provides a breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program</li> <li>• ‘Peacemakers’, a peer leadership group in the school, promotes education surrounding bullying and bullying prevention</li> </ul>
N.J. Macpherson School (NJM)	Yellowknife	JK-5	<ul style="list-style-type: none"> <li>• N.J. Macpherson School (NJM) is an English school which offers Core French</li> <li>• 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</li> <li>• Indigenous language and culture is integrated into classroom sessions and students attend culture camps throughout the year</li> <li>• NJM has an active Parent Advisory Council</li> </ul>
Range Lake North School (RLN)	Yellowknife	JK-8	<ul style="list-style-type: none"> <li>• 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 at Range Lake North (RLN)</li> <li>• Indigenous Language and Culture is integrated into classroom sessions</li> </ul>

			<p>and students attend culture camps throughout the year</p> <ul style="list-style-type: none"> <li>• Special programs at RLN include music, band, fine arts, choir and drama</li> <li>• RLN offers advanced technology and robotics programs in a Makerspace environment</li> <li>• An Athletic Excellence program is offered encompassing many extracurricular sports such as snowboarding, hiking and nature walks</li> <li>• An active and involved Parent Advisory Committee organizes a large annual fundraising event, “Family Fun Night”. Proceeds support RLN student activities</li> </ul>
<p>École Sir John Franklin High School (ESJF)</p>	<p>Yellowknife</p>	<p>8-12 *grade 8s from EWMS until Fall 2022 due to EJHS accommodation planning</p>	<ul style="list-style-type: none"> <li>• École Sir John Franklin High School (ESJF) offers programming from Grades 8 to 12 in both English and French Immersion</li> <li>• Core French and Post-Intensive French are offered from Grades 8 to 12</li> <li>• ESJF has a dynamic Fine Arts program which includes music, band, choir, drama and visual arts</li> <li>• The school offers an extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts and esthetics</li> <li>• ESJF offers Indigenous culture programming and camps including Wííłídeh language instruction</li> <li>• The school has a successful Sports Academy and extra-curricular sports and clubs are offered</li> <li>• ESJF has an At-Risk Student program, which provides support and</li> </ul>

			<p>resources for students struggling in school, socially, or at home.</p> <ul style="list-style-type: none"> <li>• International travel opportunities for students include volunteering, scuba club, and cultural experience</li> <li>• Night classes are also available</li> </ul>
École William McDonald School (EWMS)	Yellowknife	<p>6-7 *grade 8s moving to ESJF until Fall 2022 due to EJHS accommodation planning</p>	<ul style="list-style-type: none"> <li>• École William McDonald Middle School (EWMS) offers programming for Grades 6 and 7 in both English and French Immersion</li> <li>• Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7, and Core French – Grades 6 and 7</li> <li>• EWMS offers exploratory programs such as Industrial Arts, Home Economics and Outdoor Education</li> <li>• 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</li> </ul>



## ***F. Student Profiles***

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being home schooled.**

The YK1 student population reflects the demographics of the City of Yellowknife. 34% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing numbers of students enrolled in our schools are new to Canada. These students' needs are supported, through the Support Workers In Schools (SWIS) program primarily in two schools. In addition, there are a number of students who are English Language Learners (ELL), but do not receive services from the SWIS program.

In 2020-2021, 69.3% of YK1 students are on regular program, while 24.6% are on SSPs of which 5.1% are on Modified Plans. There are a remaining 1.3% of students on IEPs.

## *G. Teacher Profiles*

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention, **including any anticipated concerns related to the COVID-19 pandemic.**

YK1 has teachers with a wide range of experience, from zero to 31 years. Our largest demographic are teachers of five years or less experience (approximately 47%) while our smallest demographic are teachers over 15 but less than 20 years (approximately 9%). Approximately 14% of our teachers have more than 20 years of service with the District. YK1 has limited challenges with teacher turnover in comparison to smaller NWT communities. Ongoing, areas where we experience the most challenges are in French Programming, Indigenous Language Instruction, and Administration. The high demand for French teachers across Canada makes it very difficult to attract and retain qualified French teachers due to the isolation and high cost of living. As well, it is very difficult to offer Indigenous Language programs due to extremely low numbers of qualified local Indigenous Language speakers. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the perceived high expectations and overwhelming demands of the job.

## 2. Territorial Schools

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Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

## A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p>District targets and performance indicators fall under the following pillars that reflect the five shared ECE priorities and directives, and YK1 Strategic Priorities:</p> <ol style="list-style-type: none"> <li>1. <b>Inclusive Pedagogies</b> (ECE Priorities 1 and 4, YK1 Priorities 1 and 2)</li> <li>2. <b>Indigenizing Our Practices</b> (ECE Priority 2, YK1 Priorities 1 and 3)</li> <li>3. <b>Social Emotional Learning, Wellness, and Key Competencies</b> (ECE Priorities 3 and 5, YK1 Priorities 2 and 4)</li> </ol>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
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	100%	
YK1 schools will utilize a mentorship approach in Science and Literacy to support colleagues.	100% of YK1 schools (N=6) will identify teacher leaders in Science (FR/EN) and/or	100%	

	Literacy (EN)		
<p>YK1 schools will continue to 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 &amp; Velasco, 2016)</p>	<p>100% of YK1 schools will provide PLC time within the school day</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The Grades 1-3 literacy initiative (Nurturing Northern Literacy Learners) will continue next year and grow to include further grades. This initiative has provided support for our Literacy Action Plan as we work with teachers on research-based practices in literacy</p> <p>Professional Learning Communities have continued in all schools. As teachers gain further understanding of the purpose and the power they have to improve instruction and student outcomes, their value is clear. Schools are in different places in regards to their effectiveness but the district will continue to monitor and provide support</p>		
<p>Areas for Development for the region</p>	<p>This year’s Science Mentorship sessions with our outside consultant were effective and will continue in 2021-2022. Unfortunately, the last critical session where a shared document was to be completed was cancelled due to the COVID-19 outbreak in one of our schools</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>The COVID-19 pandemic meant that all professional development with outside professionals was delivered virtually. This affected the quality of the experience for staff</p>		

## B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></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"> <li>• Inclusive Pedagogies</li> <li>• Indigenizing Our Practices</li> <li>• Social Emotional Learning (SEL), Wellness, and Key Competencies</li> </ul> <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 <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	District support in this area has become more specific in response to identified school goals		
Areas for Development for the region	As YK1 implements the new Strategic Priorities, the district will work closely with schools to ensure they are integrated and reflected in their School Improvement Plans		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Professional development that is designed to support plans was done virtually this year due to COVID-19 restrictions resulting in some impact to effectiveness. The in-person sessions provide for better group interaction and		

	engagement however hosting consultants virtually allowed for more frequent sessions
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### C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of <b>Annual School Reviews, including any specific information related to the COVID-19 pandemic.</b>	YK1 schools develop yearly School Improvement Plans based on the previous year's data. They identify goals, set targets and performance indicators and ensure alignment with YK1 identified pillars. School plans are shared with the District Administration and the Board of Trustees. At the end of the year, there will be another presentation to share and discuss the results, which inform the subsequent year's plan.
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <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	All schools prepared and submitted plans		
Areas for Development for the region	The district will ensure that PD and guidance is provided to schools as the new YK1 Strategic Priorities are implemented in 2021-2022		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Although School Improvement Plans were completed this past year, they were not formally presented to the Trustees due to COVID-19 in-person restrictions		



## D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of <b>Staff Evaluations, including any specific information related to the COVID-19 pandemic.</b>	At the beginning of each school year, YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by school administration will also be evaluated. The administration of each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk. Any possible school closures due to the COVID-19 pandemic may impact the completion of staff evaluations.
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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.	100% of: 135 staff, including admin, PSTs & teachers on term contract, or on the 5 <sup>th</sup> etc., year of review	61%	Target set 2020-2021 Operating Plan was incorrect. There were 62 teachers and PSTs that were to be evaluated, of which 38 (61%) were completed as of June 2021
Number of principals and assistant principals formally evaluated in the school year.	6	2	Priority was given to new administrators
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	1	4	Priority was given to consultants new to the role. Evaluations completed for RILE, RISC, IT Coordinator and Instructional Coordinator.
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	In 2020-2021, there was a concerted and successful effort to complete board consultants' evaluations		
Areas for Development for the region	Schools need more support to ensure time is allotted in administrator's schedules for staff evaluations		

Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Additional staff (Jordan's Principle Educational Assistants) has resulted in an increase in the number of evaluations and the necessity for them to be completed
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### ***E. Regional Training and In-Service***

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional <b>Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b>	<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 2020-2021. Consultants will provide PD in the following areas:</p> <ul style="list-style-type: none"> <li>• Inclusive Pedagogies <ul style="list-style-type: none"> <li>○ School residencies with outside Math consultants (EN/FR)</li> <li>○ Science Mentors with outside consultant (EN/FR)</li> <li>○ Early Literacy Initiative (EN)</li> <li>○ Neurolinguistic approach with outside consultant (FR/Wilhidh)</li> <li>○ School specific STIP time</li> </ul> </li> <li>• Indigenizing Our Practices <ul style="list-style-type: none"> <li>○ Two District days on the theme of Indigenizing Education</li> <li>○ School specific SIP/STIP time</li> </ul> </li> </ul> <p><i>*Arrangements have been made for delivery of PD from outside consultants to be delivered virtually due to COVID-19 restrictions.</i></p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference</b> <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	1	1	
% of collaborative STIP time dedicated to regional priorities	100%	100%	

Number of schools which implemented STIP as per the Ministerial Directive	6	6	
Areas of Strength for the region	Training and in-servicing sessions were in alignment with the intent of STIP and supported the identified pillars		
Areas for Development for the region	In 2021-2022, in-servicing and training for staff is planned to reflect the renewed Strategic Priorities		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Although good uptake from staff for non-mandatory afterschool PD, 100% participation was not achieved. Engagement in virtual presentations is not the same as when staff works with consultants and PD providers in- person		

## F. Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	2.0	2.5		2.5	

\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

The following tables detail the region's role of their Literacy Coordinator, the relevance of the position to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b>	The District Instructional Coordinators will establish targets for the Literacy Action Plan developed in 2019-2020. They will continue to work with the outside consultant to further refine and implement the plan.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	In progress	Due to the development of the new YK1 Strategic Priorities, this plan is still in development
Areas of Strength for the region	Complementary professional development with consultants, Dr. Leyton Schnellert and Faye Brownlie in our early year's literacy initiative was successful in meeting our draft plan and the intent of ELA curriculum as outlined in the front matter and the outcomes		

Areas for Development for the region	The development and finalization of the plan was slowed to ensure alignment with the updating and renewal of YK1 Strategic Priorities
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Positive momentum has been established as YK1 moves forward with the Literacy Action Plan and its continuing implementation

## G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the <b>Healthy Foods for Learning program</b> to regional priorities and strategies for program implementation, <b>including any specific information related to the COVID-19 pandemic.</b></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 (<a href="https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning">https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning</a>). 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> <p>Should the COVID-19 pandemic cause school closures, some schools may make alternate arrangements to provide for students and families if needed e.g. gift cards.</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 provide “access for all” healthy food programs in all schools		
Areas for Development for the region	N/A		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	There is varied numbers of students between schools who access snack and meal programs. Some schools offer “weekend” food packages for students and families		

<b>School Name</b>	<b>Type of food program(s) offered in each school</b> <i>(Breakfast, Lunch, Snack, etc.)</i>	<b>Days per week program is offered in each school</b> <i>(Monday - Friday)</i>	<b>Average number of children / youth served daily</b>	<b>Criteria for participation</b> <i>(Low income, fee, Everyone welcome, etc.)</i>	<b>Was the program delivered as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
EJHS	Breakfast, lunch and snacks are available in the office for students as needed	Monday - Friday	Snacks - 35 students	No fee; everyone welcome	Yes	
MHS	Breakfast, Lunch and two snack breaks	Monday - Friday	120 students access some/all food offerings	No fee; everyone welcome	Yes Additionally, more students accessed food programs this year than planned; Groceries/food was provided, as needed, for families over March break	
NJM	Breakfast, Lunch, and Snacks are available in the office for students as needed	Monday - Friday	Breakfast - 4 students Lunch - 2 students	No fee; everyone welcome	Yes Fewer students accessed the breakfast and lunch programs but more accessed snacks	
RLN	Lunches are available in the office for students as needed; Snack bowls are available at all times in the classrooms and the office	Monday - Friday	Lunch - 15 students	No fee; everyone welcome	Yes	
ESJF	Breakfast is available from 8:00-8:25 AM for	Monday - Friday	Breakfast - 50+ students	No fee; everyone welcome	Yes	

	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		Lunch - 25 students			
EWMS	Breakfast program Fruit and snacks Lunch program *Breakfast/Lunch programs will feature hot lunches 2 days/week	Monday - Friday	50-60 students access some/all food offerings	No fee; everyone welcome	Yes	
<b>TOTAL</b>	Breakfast, Lunch, and Snack programs offered at schools as needed	All school days / all year	Approximately 310 students access some/all food programs daily	No fee; everyone welcome	Yes	



## H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

<p><b>SSI Project Proposal Summary</b></p>	<p>NOTE: The SSI project will continue as planned from 2019-2020 with some minor changes as indicated below (*).  The YK1 SSI proposal will focus on the pillar of Inclusive Pedagogies and Social Emotional Learning (SEL), Wellness, and Key Competencies by:  Utilizing outside facilitators in the English and French Immersion streams to focus on inclusive practices in Math and Science in a site-based residency approach, multiple times over the school year,  Utilizing our outside consultants to support the Early Literacy/ILE initiative, Changing Results of Northern Learners,  Review and revise the Growth as a Learner document  <i>*Outside consultants and facilitators will work with staff virtually due to the COVID-19 pandemic.</i></p> <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 &amp; 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. &amp; 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 (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	90%	90%	

% of support staff from across the region that participate in SSI PD activities.	100% PSTs	100%	
Areas of Strength	<p>Our continued work with highly knowledgeable consultants enhances and deepens our professional learning. This work aligns well with the pillars mentioned in the proposal summary. In addition, the consultants are highly responsive to the goals identified in professional learning communities</p> <p>The collaborative work being done in professional learning communities has enabled teachers to combine their efforts and expertise to engage and support all of their learners. They continue to work on common goals, plan meaningful experiences for their students, and use assessment that drives learning forward</p> <p>Nurturing Northern Literacy Learners, our early literacy initiative commenced this year for our grade 1-3 teachers. The goal was to deepen educator understanding of effective and inclusive pedagogies in early literacy instruction. School teams used the collaborative inquiry model to delve into their practice. They were supported by recognized experts in the field of literacy, Dr. Leyton Schnellert and Faye Brownlie. The combined efforts of teachers have made a positive impact on their learners</p>		
Areas for Development	<p>Our district is in the process of establishing new strategic priorities. The SSI project for 2021-2022 will align with these priorities</p> <p>The Nurturing Northern Learners initiative will expand from grades 1-3 to grades 1-5. Teachers will once again use a collaborative inquiry model. The outside facilitator, Faye Brownlie, will support each school with four residencies throughout the year</p> <p>Our work with a consultant, Dr. Sara Davidson, on incorporating indigenous perspectives and pedagogies into literacy instruction will start in the 2021-2022 school year</p>		
Additional Comments	<p>The COVID-19 outbreak and subsequent two week shift to remote learning in the spring of 2021 did affect some of our final sessions with consultants. All of these sessions have been rescheduled for the fall of 2021</p>		

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Practices that Support All Learners	2018-2019 to 2020-2021	Yes	

## I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	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	This past school year, there was a solid focus on student-based programming and social-emotional wellness		
Areas for Development for the region	Training on using the Clevr digital platform		
Additional Comments for the region			

## J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help );
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region's approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based <b>healthy relationship programming</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 continues to promote evidence-based healthy relationship programming including ECE endorsed programs. The District supports school-based decisions regarding research-based programs to support healthy relationships. Some programs are used on the recommendation of outside professionals to meet the diverse needs in our classrooms e.g. Skillstreaming (<a href="http://www.skillstreaming.com/">http://www.skillstreaming.com/</a>)</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	50%	50%	
% of schools with grade 4-6 students offering LEADS.	25%	25%	
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Areas of Strength for the region	Introduction of the CYCCs have helped address the need for counselling services in the schools		
Areas for Development for the region	Need a refresher for new staff on some ECE endorsed programs e.g. WITS		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in (if applicable).	EJHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a>  LEADS <a href="https://witsprogram.ca/school/wits-leads-program/">https://witsprogram.ca/school/wits-leads-program/</a>  WITS <a href="https://witsprogram.ca/">https://witsprogram.ca/</a>  Zones of Regulation <a href="https://www.socialthinking.com/Products/Zones%20of%20Regulation">https://www.socialthinking.com/Products/Zones%20of%20Regulation</a>	All programs delivered as planned	
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a>  Skillstreaming <a href="http://www.skillstreaming.com/">http://www.skillstreaming.com/</a>  Mind-up <a href="https://mindup.org/">https://mindup.org/</a>  Talking About Mental Illness (TAMI) <a href="http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/">http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/</a>  The Fourth R - Health Physical Education (HPE) Program <a href="https://youthrelationships.org/">https://youthrelationships.org/</a>  FOXY <a href="https://arcticfoxy.com/">https://arcticfoxy.com/</a> SMASH <a href="https://arcticasmash.ca/">https://arcticasmash.ca/</a>  Zones of Regulation <a href="https://www.socialthinking.com/Products/Zones%20of%20Regulation">https://www.socialthinking.com/Products/Zones%20of%20Regulation</a>	Yes, with the exception of TAMI which is offered every second year to the 7/8 split classes	
	NJM	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a>  WITS <a href="https://witsprogram.ca/">https://witsprogram.ca/</a>  Mind-up <a href="https://mindup.org/">https://mindup.org/</a>  Skillstreaming <a href="http://www.skillstreaming.com/">http://www.skillstreaming.com/</a>  We Thinkers <a href="https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package">https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package</a>	Yes	

RLN	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)  <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a></p> <p>Mind-up <a href="https://mindup.org/">https://mindup.org/</a></p> <p>The Fourth R - Health Physical Education (HPE) Program  <a href="https://youthrelationships.org/">https://youthrelationships.org/</a></p> <p>Zones of Regulation  <a href="https://www.socialthinking.com/Products/Zones%20of%20Regulation">https://www.socialthinking.com/Products/Zones%20of%20Regulation</a></p> <p>FOXY <a href="https://arcticfoxy.com/">https://arcticfoxy.com/</a>  SMASH <a href="https://arcticasmash.ca/">https://arcticasmash.ca/</a></p> <p>Peace of Mind <a href="https://teachpeaceofmind.org/the-peace-of-mind-program/">https://teachpeaceofmind.org/the-peace-of-mind-program/</a></p>	Yes	
ESJF	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)  <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a></p> <p>The Fourth R - Health Physical Education (HPE) Program  The Fourth R - Healthy Relationships Plus Program (HRPP)  <a href="https://youthrelationships.org/">https://youthrelationships.org/</a></p> <p>FOXY <a href="https://arcticfoxy.com/">https://arcticfoxy.com/</a>  SMASH <a href="https://arcticasmash.ca/">https://arcticasmash.ca/</a></p>	Yes	
EWMS	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)  <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a></p> <p>Skillstreaming <a href="http://www.skillstreaming.com/">http://www.skillstreaming.com/</a></p> <p>The Fourth R - Health Physical Education (HPE) Program  <a href="https://youthrelationships.org/">https://youthrelationships.org/</a></p> <p>FOXY <a href="https://arcticfoxy.com/">https://arcticfoxy.com/</a>  SMASH <a href="https://arcticasmash.ca/">https://arcticasmash.ca/</a></p> <p>Me to WE <a href="https://www.we.org/we-schools/">https://www.we.org/we-schools/</a></p> <p>Talking About Mental Illness (TAMI) <a href="http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/">http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/</a></p>	PBIS-SCP, HPE were implemented as planned	Other planned programs not delivered as Grade 8 students placed at ESJF during EJHS renovation

### K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

*\*\*Note: Due to the varying structures of French and Wilhìdeh instruction, frequency is given in minutes, hours or percentages*

<b>School Name</b>	<b>Language of SL</b> (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Th̄chǫ)	<b>Type of SL program</b> (core, immersion, intensive)	<b>Grades of SL program</b> (per program type)	<b>% of students enrolled</b> (per program type)	<b>Frequency of SL Program</b> (min/week)	<b>Actual Frequency of SL Program</b> (min/week)	<b>Explanation for difference</b> (if applicable)
EJHS	French	Immersion	JK-2	100%	100%	As planned	
	French	Immersion	3-5	100%	80-85%	85-90%	Only ELA offered in EN
MHS	French	Core	1-4	10%	90 min/week	60 min/week	30 min/week <i>Wilhìdeh</i> No FR for Grade 1
	French	Core	5-8	10%	150 min/week	60 min/week	30 min/week <i>Wilhìdeh</i> *lack of staff for FR instruction
	<i>Wilhìdeh</i>	Core	K-8	90%	90 min/week	As planned Grades 1-8	K @30min/week
NJM	French	Core	1-4	100%	90 min/week	60 min/week	Lack of staff for FR instruction; Scheduling
	French	Core	5	100%	60 h (2 blocks of 2 weeks in Fall/Spring)	110-120 hrs over 4 weeks	10 hour time variation due to occasional Monday Statutory holiday

RLN	French	Core	1-4	100%	80 min/week and 10 hrs French Activities	As planned	
	French	Core	5/6	Grade 5 – 100% Grade 6 – 51%	60 h (2 blocks of 2 weeks in Fall/Spring )	110-120 hrs over 4 weeks	10 hour time variation due to occasional Monday Statutory holiday
	French	Core	7, 8	39%	160 min/week	120/160 min/week	Scheduling
	French	Intensive	6	49%	70% (Sep-Feb), 30% (Feb-Jun)	As planned	
	French	Post-Intensive	7, 8	61%	80 min/day	As planned	
ESJF	French	Immersion	8	38%	70%	As planned	
	French	Immersion	9-12	10%	40-60% over two semesters	Grade 9: 70% Grades 10-12 60-70%	Scheduling
	French	Post-Intensive	8	25%	80 min/day	As planned	
	French	Post-Intensive	9-12	12%	125 hr/year (one semester)	As planned	
	French	Core	8	37%	160 min/week	As planned	
	French	Core	9	24%	94 hr/year	65 hr/year	Scheduling
	French	Core	10-12	8%	125 hr/year	As planned	
	<i>Wihideh</i>	Core	9-12	10%	125 hr/year	As planned	
EWMS	French	Immersion	6, 7	6 – 41% 7 – 46%	70%	75-80%	Physical Education taught in FR
	French	Intensive	6	27%	70% (Sep-Feb), 30% (Feb-Jun)	78% (Sep-Feb), 25% (Feb-Jun)	Physical Education taught in FR
	French	Post-Intensive	7	32%	80 min/day	As planned	
	French	Core	6, 7	6 – 33% 7 – 22%	160 min/week	120 min/week	Scheduling

\*Please include a row per school /per language /per type of instruction



### 3. Inclusive Schooling

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The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

#### A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
1.0	1.0		1.0	

### ***B. Program Support Teachers***

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
EJHS	2.69	2.0		1.8	One FTE position not filled from April - June (Maternity leave)
MHS	2.41	3.0		3.0	
NJM	3.22	3.0		2.75	One FTE position not filled from April - June (Maternity leave)
RLN	2.18	3.0		3.0	
ESJF	3.25	3.0		3.0	
EWMS	2.06	2.0		2.0	
<b>TOTAL</b>	<b>15.81</b>	<b>16.0</b>	<b>Rounded to full positions</b>	<b>15.55</b>	<b>Two maternity leave positions not filled (April-June)</b>

### C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	33.35	2.0		2.0	
MHS		9.0		8.0	Budgeted FTE in 2020-2021 Operating Plan was incorrect
NJM		4.0		5.0	One FTE position added due to increased needs
RLN		6.5		6.5	
ESJF		8.5		9.0	One FTE position added due to increased needs (to 9.5 FTE); mid-year resignation (down to 9.0 FTE)
EWMS		4.0		2.75	One FTE moved to NJM One .25 position deduction due to alternate assignment
<b>TOTAL</b>	<b>33.35</b>	<b>34.0</b>		<b>33.25</b>	See explanations above

### D. Magnet Facilities

The North Slave Correctional Complex – Young Offender Unit and McAteer House provide services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

<b>Positions</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for variance (if applicable)</b>
Teachers	3.0	4.0	More teachers needed	4.0	
Support Assistants	2.0	1.0	Allocated to teachers	1.0	
<b>TOTAL</b>	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.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for variance (if applicable)</b>
\$38,000	\$38,000		\$22,564.14	Actual spending for 2020-2021 based on needs, supplies, resources

### E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$127,942	\$127,942		\$24,346.64	COVID-19 restrictions had a major impact on professional development in 2020-2021 Due to travel restrictions, YK1 was

				<p>unable to add additional staff as Non-Violent Crisis Intervention Trainers, something greatly needed at the district level</p> <p>As there was a new RISC this year, the district focused on capacity building and internal PD to ensure consistency in school processes within the PST group</p> <p>The majority of PD provided was virtual. Consultants and those who offer virtual PD do not require travel, accommodation, per diems, etc., thus significantly lowering the cost of services</p>
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The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

<b>Type of Training</b>	<b>Audience Intended</b> <i>(PSTs / Educators / Support Assistants / Principals)</i>	<b>Planned Topic</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Non-violent Crisis Intervention Training *Recertification of trainers **New trainer certification	All school staff	De-escalating behaviour in a safe, respectful manner	*dates and format are dependent on COVID-19 restrictions	Yes, for staff with YK1 trainers No, for new trainer certification	Due to COVID-19 travel recommendations and isolation requirements
Dean Consulting	EAs	Supporting complex needs in a common learning environment	*dates and format are dependent on COVID-19 restrictions	No	EA PD was completed online; was comprised of alternating sessions and webinars, both synchronous and asynchronous

Wendy Wile (Educational Psychologist)	PSTs Classroom teachers	Roles and Responsibilities  Supporting classroom teachers in behavioural goals  Support in Gifted Programming  Staff wellness	*dates and format are dependent on COVID-19 restrictions	No	Not contracted in 2020-2021
Robyn Combres (Educational Psychologist)	PSTs Classroom teachers	Supporting classroom teachers in behavioural goals in the common learning environment	*dates and format are dependent on COVID-19 restrictions	Yes	
Child Autism Services Edmonton (CASE)	PSTs	Supporting Administrators, PSTs, classroom teachers, EAs in understanding and working with students with ASD	*dates and format are dependent on COVID-19 restrictions	Yes	
<b><i>*PD completed but not included in 2020-2021 Operating Plan</i></b>					
Beacon House	EAs	Trauma informed practices; Self-regulation	February 2021	Yes	
Mehrit Centre Self-Regulation Foundations	PSTs EAs	Self-regulation	Throughout the year	Yes	
Inclusion Alberta	RISC PSTs	Transitioning beyond high school; Inclusive schooling	April 2021	Yes	
Faye Brownlie, Literacy Consultant	Admin Teachers PSTs EAs	Flexible instructional strategies	January 2021	Yes	

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>In 2020-2021, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classrooms. Our outside consultant will work with PSTs and school/teacher teams to implement best practices in inclusion strategies, including thoughtful writing and implementation of SSPs and IEPs.</p> <p>Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation. Ongoing academic PD strengthens inclusive pedagogies that support all learners in our classrooms.</p> <p><i>Dates and format subject to COVID-19 restrictions.</i></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of educators that have been trained on developing and implementing IEPs this year.</p>	<p>100% of teachers with students on IEPs, as well as PSTs, Admin &amp; Educational Assistants working with these students</p>	<p>*100%</p>	<p>*The level of training for the Competency Based Individual Education Plan differs across the district. PSTs and Administrators have formal training</p> <p>Teachers and EAs have some knowledge based on work with PST</p>
<p>% of educators that have been trained on developing and implementing SSPs this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the use of flexible strategies this year.</p>	<p>100% K-9 teachers, plus identified secondary school staff</p>	<p>100%</p>	
<p>% of educators that have been trained on the School-based Support Team process this year.</p>	<p>100%</p>	<p>100%</p>	

% 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%	75%	Assistive technology training was held throughout the year during after-school sessions. In addition to this as new technology is added to classrooms to support individual students and/or whole class, training is provided 1-1 and/or in small groups
Areas of Strength for the region	<p>Strengths are:</p> <ul style="list-style-type: none"> <li>Professional development for all educators, Administrators, PSTs, Teachers and EAs</li> <li>PSTs have been consistent within schools for multiple years, therefore processes are well established</li> <li>District PST/RISC team meets to discuss IS Directive to ensure protocols are followed regarding support plans</li> </ul>		
Areas for Development for the region	Focusing on Competency Based Individual Education Plan (CBIEP) training beyond PSTs and Administration (goal is outlined in 2021-22 Operating Plan)		
Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Moving forward, more release time for Teachers and EAs for specific CBIEP Training, in addition to training that will be held for PSTs/Administrators		

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 (CASE)	SLP, Behavioural therapist, OT	Support individual students with ASD, goal setting and planning with SBSTs	SJF, RLN, NJM, MHS	75.3 hours	\$13,995



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Dean Consulting	Psycho-educational Assessments	Educational Assessments for Individual Students	All	1 year	\$30,250
Robyn Combres (Educational Psychologist); Positive Behaviour Support Inc.	Educational Psychologist - Behavioural Support	Behaviour Supports for Students, goal setting and planning for SBSTs	RLN, NJM, MHS, JHS	1 year	\$8610
Jackie Brooks (Shoot to the Stars, Occupational Health & Wellness Centre)	Occupational Therapist	OT - Sensory specific	RLN	5 hours	\$575.00

### ***F. Assistive Technology***

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>Total Over / Under Allocation (\$)</b>
\$118,366	\$8870.66	Chromebooks	(\$32,373.32)
	\$70,337.68	FM Systems	
	\$3,712.46	iPads	
	\$3,071.88	Reader pens (c-pens)	

### G. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
EJHS	\$113,230				
MHS					
NJM					
RLN		\$114,192	0.75 position		
ESJF		\$153,256	1 position	\$153,256	
EWMS				\$114,192	Staffing reallocation from RLN to EWMS
<b>TOTAL</b>		\$113,230		1.75 positions	

## H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b>	Regular Program Support Teacher meetings, where guidelines and strategies are to be shared and/or collaboratively developed with the RISC and PSTs, will ensure that SSP/IEP plans are written with fidelity. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively to ensure thoughtful and intentional supports align with students' SSP and IEP goals.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	25%	25%	
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.	0	2.5	2.0 students were unable to attend for 2021-22 due to COVID concerns where learning programs were provided  0.5 student attends at an alternate location and is

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			supported by another Yellowknife organization in collaboration with YK1
Number of times per month that the RISC meets with PSTs via video/phone conference?	0	1-2 Regularly scheduled	RISC and PSTs communicate between meetings - via phone, video conference, face to face
Number of times per year that the RISC meet with the PSTs in person	100%	10 times minimum (online as full group)	*PSTs and RISC did not meet face to face this year as an entire group due to COVID
Areas of Strength for the region	<p>Strengths are:</p> <ul style="list-style-type: none"> <li>• Improvement in finalization and regular reviewing of plans</li> <li>• Collaboration with families and external consultants to create student-centered goals for CBIEP</li> </ul>		
Areas for Development for the region	Ensure we maintain results for 2021-2022		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	With COVID restrictions and vaccinations, we anticipate that home-based students will return to class in 2021-2022		

## I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>YK1 is committed to the ongoing work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a focus on utilizing planning techniques 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. In the event of school closures, meetings will continue to be held virtually.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	100%	80%	Not all time is regularly scheduled
% of support assistants who receive support through adequate scheduled time with PST.	100%	75%	Not all time is regularly scheduled
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	

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% of classroom teachers who will meet with the PST at least once a month.	100%	85%	As some staff are not homeroom teachers at the secondary level, not all subject teachers meet with PSTs on a regular basis
% 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%	50%	Not regularly scheduled
% 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	Administrator/PST support for students in use of flexible strategies is strong		
Areas for Development for the region	Scheduling of time of EAs with teachers on a regular basis in addition to the 1-1 student need within the district is challenging		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b>	In 2020-2021, all schools will utilize the existing referral process and format to ensure the continued efficiency and effectiveness of SBST in our schools.  <i>In the event of school closures, meetings will continue but will be held virtually.</i>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	60%	All teachers have access to SBST within schools. Formal SBST are not always used with entire teams, especially at larger schools - however, smaller SBST meetings are held with Teacher, PST, Administrator, etc., when necessary
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%	100%	
% of SBST meetings that focus on solving specific problems	Unknown	*See note	*In addition to SBST meetings that are scheduled to support classroom teachers, YK1 schools have weekly meetings that look at specific problems
% of SBST meetings that address systemic issues in the school	Unknown	*See note	



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			and systemic issues with Administrators, PSTs, Counsellors, Child Youth Care Counsellors (CYCC), if applicable, and others, if/when required
Areas of Strength for the region	SBST meetings include CYCCs		
Areas for Development for the region	Understanding further the various models of SBST separate from the 30-minute problem solving meeting		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	EJHS	Bi-weekly/90 minutes	Bi-weekly/90 minutes	
	MHS	Weekly/60 minutes	Weekly/60 minutes	
	NJM	Weekly/60 minutes	Weekly/60 minutes	
	RLN	Weekly/90 minutes	Weekly/90 minutes	
	ESJF	Weekly/60 minutes	Weekly/60 minutes	
	EWMS	Weekly/60 minutes	Weekly/60 minutes	

### K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b>	Schools have developed processes that include criteria and timelines for the development and review of SSPs and IEPs, that align with the Inclusive Schooling Directive. The RISC is a resource for support in this process. In 2020 – 2021, a continuing effort will be made to work with parents and students in the development and finalization of IEPs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% 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 participating 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	Strengths are: <ul style="list-style-type: none"> <li>• Regular review of SSP and IEP process at district level</li> <li>• Parent communication of IEP process</li> </ul>		
Areas for Development for the region	More work on Modified Education Plans (MEP) for 2021-2022 for all staff in areas of development, reporting, and communicating		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

## L. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b>	The RISC will support, as needed, school PSTs and Administrators to collaboratively develop monthly priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines, as well as ensuring that time targets are met. A beginning of the school year PD refresher will be held for Admin and PSTs on allocation of PST time targets. All meetings will comply with COVID-19 restrictions.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
Areas of Strength for the region	Results are based on average of 16 combined PSTs		
Areas for Development for the region	Areas of Development are: <ul style="list-style-type: none"> <li>• Teams are working on organization of roles within schools</li> <li>• PST teams as they will change for 2021-2022</li> </ul>		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

## 4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

### A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
1.0	1.0		1.0	

## B. Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)	
EJHS	6.73					
MHS		4.75		4.75		
NJM						
RLN						
ESJF		2.25			2.25	
EWMS						
<b>TOTAL</b>	6.73	7.0	Rounded to full position	7.0		

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some regions have indicated difficulty in filling Indigenous Language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	YK1 has made the following accommodations to support Indigenous language instruction: <ul style="list-style-type: none"> <li>In-servicing of Our Languages curriculum at each school.</li> <li>District-wide PD sessions on Indigenous education and the renewed emphasis on the whole-school approach.</li> </ul>
What plans do you have to recruit and train language teachers in the future?	YK1 plans to lobby ECE for the reimplementation of language teacher training programs such as the Certificate of Aboriginal Language Revitalization (CALR).
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	The mobility of language instructors from communities is impacted by COVID-19 restrictions. Under the current circumstances, it is not prudent to invite local language speakers and elders into the schools.

### C. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 <sup>rd</sup> Party Funding (\$) & Source (If applicable)
EJHS	\$171,623	\$28,604		\$2657.64	Monies spent reflect Elders In Schools only	
MHS		\$28,604		\$1,208.29	Monies spent reflect Elders In Schools only	
NJM		\$28,604		\$29.24	Monies spent reflect Elders In Schools only	
RLN		\$28,604		\$1452.43	Monies spent reflect Elders In Schools only	
ESJF		\$28,604		\$5807.83	Monies spent reflect Elders In Schools only	
EWMS		\$28,604		\$0.00	Monies spent reflect Elders In Schools only	
<b>TOTAL</b>	\$171,623	\$171,624		\$35,643.89	There was some confusion about this budget. Schools used their own ILE budgets for projects, the RILE supported some projects and schools coded ONLY elders to this particular budget. Due to	

					COVID, we had very little work with elders who may have ben additionally vulnerable. Thus the significant difference.	
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### ***D. Building the School-Community Relationship***

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>In 2020-2021, YK1's approach to address building the school-community relationship articulated below, continues as planned. Experiences for staff and students will be altered to meet COVID-19 pandemic restrictions.</p> <p>Building the School Community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of <i>Dene Kede</i>. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated "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.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with an ILE Committee	100%	80%	One school was unable to organize the ILE committee
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%, dependent upon	50%	All of the school attempted to invite Elders into the schools but due to COVID-19



	COVID-19 restrictions		restrictions, it was not always possible
% of schools hosting community gatherings rooted in local cultures	100%, dependent upon COVID-19 restrictions	100%	
Areas of Strength for the region	YK1 works very closely with the Yellowknives Dene First Nation (YKDFN) community		
Areas for Development for the region	Creation of a succession plan for RILE coordinator, <i>Dene Kede</i> facilitator and ILIs		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	EJHS	Part time/event specific	100%	
	MHS	Full time	100%	
	NJM	Part time/event specific	100%	
	RLN	Part time/event specific	100%	
	ESJF	Part time/event specific	100%	
	EWMS	Part time/event specific	100%	
Types of events/ projects involving cultural resource people per grade level	EJHS	Dependent upon COVID-19 restrictions the following may occur: <ul style="list-style-type: none"> <li>K-5 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i></li> </ul>	Elders were invited to conduct outdoor activities  Drummers were invited to Feed the Fire ceremonies  Elders and resource people were invited to cultural camps	

		<ul style="list-style-type: none"> <li>Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills</li> </ul>		
	MHS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>Two certified Indigenous Language instructors teaching <i>Wilhideh</i> Language K-8</li> <li>Two Cultural Support Workers create language resources, as well as, support the language program</li> <li>Elders support school cultural programming e.g. jigging, drumming, traditional games</li> </ul>	<p>Two certified Indigenous Language instructors taught <i>Wilhideh</i> Language K-8</p> <p>Two Cultural Support Workers created language resources, as well as supported the language program</p> <p>Elders supported school cultural programming</p>	
	NJM	<p>Dependent upon COVID-19 restrictions the following may occur:</p>	<p>Drummers attended Feed the Fire ceremony</p> <p>School hosted commemoration for Residential School</p>	<p>Camps were not possible because of COVID-19 restrictions</p>

		<ul style="list-style-type: none"> <li>• K-5 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i></li> <li>• Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills</li> </ul>	survivors	
	RLN	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>• K-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i></li> <li>• Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills</li> </ul>	<p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p> <p>A Knowledge Holder was invited to the school tent each Friday to coordinate cultural activities</p>	

	ESJF	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>• Grade 9 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i></li> <li>• Authentic language speaking Elders work with the Indigenous language class on a daily basis</li> <li>• Elders and Knowledge Holders work with the Northern Studies classes for a 25 hour practicum</li> </ul>	<p>Indigenous language speaking Elders worked with the Indigenous Language Class on a daily basis</p> <p>Elders and Knowledge Holders worked with the Northern Studies classes for a 25-hour practicum</p> <p>Grade 8 students attended canoe training and participated in a one-day canoe trip on the river</p> <p>A smaller group of grade 8 students participated in a three-day canoe trip</p>	
	EWMS	<ul style="list-style-type: none"> <li>• Grades 6-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i></li> <li>• Elders work with facilitator in classes to</li> </ul>	<p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p> <p>Grade 8 students participated in the three-day <i>Camp Akaitcho</i>, as well as a three-day canoe trip</p>	

		<p>integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills</p>		
<p>Type and frequency of school- community cultural gatherings (family fun nights, feasts, etc.) offered to build school- community relationships</p>	EJHS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>• Two Feed the Fire Ceremonies</li> <li>• Attend traditional games and Yellowknife Community Hand Games Tournament</li> <li>• Annual Grade 5 Canoe Trip</li> </ul>	<p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p>	
	MHS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>• Two Feed the Fire Ceremonies</li> <li>• Attend traditional games and Yellowknife Community Hand Games Tournament</li> <li>• Annual Grade 8 Canoe Trip</li> </ul>	<p>Indigenous language speaking Elders worked with the Indigenous Language Class on a daily basis</p> <p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p>	

		<ul style="list-style-type: none"> <li>Annual Christmas Feast</li> </ul>		
	NJM	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>Two Feed the Fire Ceremonies</li> <li>Attend traditional games and Yellowknife Community Hand Games Tournament</li> </ul>	<p>Held two Feed the Fire ceremonies for students and staff</p> <p>NJ hosted Feed the Fire ceremonies for the whole district in commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves</p>	
	RLN	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>Two Feed the Fire Ceremonies</li> <li>Attend traditional games and Yellowknife Community Hand Games Tournament</li> <li>Annual Grade 8 Canoe Trip</li> </ul>	<p>Two Feed the Fire Ceremonies</p> <p>Every Friday a resource person was invited to organize traditional activities in the tent</p>	<p>Unfortunately, the Traditional Games Tournament and the Annual Canoe Trip were cancelled because of COVID-19</p>
	ESJF	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>Two Feed the Fire Ceremonies</li> <li>Attend traditional</li> </ul>	<p>Two Feed the Fire Ceremonies</p> <p>Annual Indigenous Honour Ceremony</p> <p>Annual Grade 8 canoe trip</p> <p>Many Elders were invited to the school to organize outdoor traditional activities</p>	

		<p>games and Yellowknife Community Hand Games Tournament</p> <ul style="list-style-type: none"> <li>• Annual Grade 8 Canoe Trip</li> <li>• Annual Grade 12 Canoe Trip</li> <li>• Annual Indigenous Honour Ceremony</li> </ul>		
	EWMS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> <li>• Two Feed the Fire Ceremonies</li> <li>• Attend traditional games and Yellowknife Community Hand Games Tournament</li> <li>• Annual <i>Akaitcho</i> Camp</li> </ul>	<p>Two Feed the Fire Ceremonies</p> <p><i>Annual Camp Akaitcho</i></p> <p>Many Elders were invited to the school to organize outdoor traditional activities</p>	
# of ILE Plan goals met, not yet met or still in progress	EJHS	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
	MHS	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
	NJM	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet	

			regularly and did not submit a report on the school goals	
	RLN	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
	ESJF	Still in progress	Because of COVID-19 restriction, The ILE committee did not meet regularly and did not submit a report on the school goals	
	EWMS	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
Type of Indigenous content visible within school and % of school used to display content. (e.g. artifacts, Indigenous role models, Elders' wall, etc.)	EJHS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	<p>Again, it is very difficult to put a percentage on visibility</p> <p>The ILE committee arranged a display booth to represent the Indigenous presence</p> <p>Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.</p>	
	MHS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	<p>Again, it is very difficult to put a percentage on visibility</p> <p>The ILE committee arranged a display booth to represent the Indigenous presence</p> <p>Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.</p>	
	NJM	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	<p>Again, it is very difficult to put a percentage on visibility</p> <p>The ILE committee arranged a display booth to represent the Indigenous presence</p> <p>Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i></p>	



			First Nation (Kamloops) 215 unmarked graves, local Elders etc.	
	RLN	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	<p>Again, it is very difficult to put a percentage on visibility</p> <p>The ILE committee arranged a display booth to represent the Indigenous presence</p> <p>Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.</p>	
	ESJF	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	<p>Again, it is very difficult to put a percentage on visibility</p> <p>The ILE committee arranged a display booth to represent the Indigenous presence</p> <p>Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.</p>	
	EWMS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	<p>Again, it is very difficult to put a percentage on visibility</p> <p>The ILE committee arranged a display booth to represent the Indigenous presence</p> <p>Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.</p>	

### ***E. Strengthening Training for Northern Educators***

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region's approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Changes to delivery and participation in all events may be altered by COVID-19 restrictions.</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 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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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference (if applicable)</b>
% of schools offering Indigenous language training and support to all staff members.	100%, but maybe offered virtually due COVID-19 restrictions	100%  ECE offered two sessions at each school on the Our Languages Curriculum	
% of schools holding Teacher Cultural Orientation Days.	100%, but maybe offered virtually due COVID-19 restrictions	100%  The district provided two sessions for each school	

		for Cultural Orientations Days	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Dr. Niigaan Sinclair will facilitate a virtual presentation to all staff	This day was cancelled because of COVID-19 restrictions	
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	YK1 works very closely with ECE and with YKDFN to deliver Indigenous programming		
Areas for Development for the region	YK1 is still in need of qualified Indigenous Language Instructors		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	EJHS	<ul style="list-style-type: none"> <li>All school staff participate in District coordinated Cultural Orientation Days</li> <li>EJHS ILE committee will Plan school-based activities</li> <li>All staff will participate in the ILE committee planned</li> </ul>	100% of all goals were met	

		<p>cultural activities and events</p>		
	<p>MHS</p>	<ul style="list-style-type: none"> <li>• All school staff participate in District coordinated Cultural Orientation Days</li> <li>• MHS ILE committee will Plan school-based activities</li> <li>• All staff will participate in the ILE committee planned cultural activities and events</li> </ul>	<p>100% of all goals were met</p>	
	<p>NJM</p>	<ul style="list-style-type: none"> <li>• All school staff participate in District coordinated Cultural Orientation Days</li> <li>• NJM ILE committee will Plan school-based activities</li> <li>• All staff will participate in the ILE committee planned</li> </ul>	<p>100% of all goals were met with exception of the a school-based ILE committee</p>	

		cultural activities and events		
	RLN	<ul style="list-style-type: none"> <li>• All school staff participate in District coordinated Cultural Orientation Days</li> <li>• RLN ILE committee will Plan school-based activities</li> <li>• All staff will participate in the ILE committee planned cultural activities and events</li> </ul>	100% of all goals were met	
	ESJF	<ul style="list-style-type: none"> <li>• All school staff participate in District coordinated Cultural Orientation Days</li> <li>• ESJF ILE committee will Plan school-based activities</li> <li>• All staff will participate in the ILE committee planned</li> </ul>	100% of all goals were met	

	EWMS	<p>cultural activities and events</p> <ul style="list-style-type: none"> <li>All school staff participate in District coordinated Cultural Orientation Days</li> <li>EWMS ILE committee will Plan school-based activities</li> <li>All staff will participate in the ILE committee planned cultural activities and events</li> </ul>	100% of all goals were met	
<p>Number of local resource people and type of involvement in Cultural Orientation activities.</p>	EJHS	<p>Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days</p>	<p>YK1 hired 10 local resource people for our Cultural Orientation days</p> <p>YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local</p>	

			resource people	
	MHS	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days  YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people	
	NJM	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days  YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people	

	RLN	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days  YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people	
	ESJF	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days  YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people	
	EWMS	Depending on COVID-19 restrictions the	YK1 hired 10 local resource	



		<p>following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days</p>	<p>people for our Cultural Orientation days</p> <p>YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people</p>	
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## F. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region's approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, <b>including any specific information related to the COVID-19 pandemic.</b> (Required in 2021)</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021.</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 <i>Wiilhideh</i> use the language in signage, announcements and assemblies. <i>Wiilhideh</i> language is incorporated into other aspects of the curriculum. The schools that do not offer <i>Wiilhideh</i> 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 (if applicable)
% of schools with Indigenous language signage throughout the school.	100%	33%	Two schools out of six successfully met targets
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	33%	Two schools out of six successfully met targets
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	33%	Two schools out of six successfully met targets
Areas of Strength for the region	Two schools have successfully met targets. One school is incorporating language use school-wide. The secondary school is making progress with language classes and promotion of language use		

Areas for Development for the region	ILE committees need to develop plans for a whole school approach to language use e.g. assemblies, signage, ceremonies, announcements
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	EJHS	Continuing for 2020-2021: <ul style="list-style-type: none"> <li>Indigenous Language integration into Kindergarten Curriculum</li> <li>Language integration into Indigenous Cultural Experience camps</li> </ul>	Language integration in K curriculum in progress  100% for camps that were held	Limited camps held due to COVID-19 restrictions
	MHS	Continuing for 2020-2021: <ul style="list-style-type: none"> <li>Indigenous Language integration into Kindergarten Curriculum</li> <li>Language integration into Indigenous Cultural Experience camps</li> </ul>	100%  Language is integrated into all classes and experiences	Limited camps held due to COVID-19 restrictions
	NJM	Continuing for 2020-2021: <ul style="list-style-type: none"> <li>Indigenous Language integration into Kindergarten</li> </ul>	Language integration in K curriculum	Limited camps held due to COVID-19 restrictions

		<p>Curriculum</p> <ul style="list-style-type: none"> <li>• Language integration into Indigenous Cultural Experience camps</li> </ul>	100% for camps that were held	
	RLN	<p>Continuing for 2020-2021:</p> <ul style="list-style-type: none"> <li>• Indigenous Language integration into Kindergarten Curriculum</li> <li>• Language integration into Indigenous Cultural Experience camps</li> </ul>	<p>Language integration in K curriculum in progress</p> <p>100% for camps that were held</p>	Limited camps held due to COVID-19 restrictions
	ESJF	<p>Continuing for 2020-2021:</p> <ul style="list-style-type: none"> <li>• Language integration into Indigenous Cultural Experience camps</li> </ul>	<p>Language integration into Northern Studies classes</p> <p>100% for camps that were held</p> <p>Language classes for Grades 9-12</p>	Limited camps held due to COVID-19 restrictions
	EWMS	<p>Continuing for 2020-2021:</p> <ul style="list-style-type: none"> <li>• Language integration into Indigenous Cultural Experience camps</li> </ul>	100% for camps that were held	Limited camps held due to COVID-19 restrictions

## G. Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region's approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, <b>including any specific information related to the COVID-19 pandemic.</b> (required 2021)</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Participation in cultural experiences may be altered to meet COVID-19 restrictions.</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 (if applicable)
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	Working closely with ECE to implement the Indigenizing Education Goals		

Areas for Development for the region	Provide further PD for staff in this area
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. (e.g. holistic, relational, spiral and experiential)	EJHS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
	MHS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
	NJM	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop	In progress	Implement ILE Committee

		an Indigenizing implementation plan		
	RLN	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
	ESJF	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Partially achieved	Continue to work on PD that includes staff in all departments
	EWMS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
Types of activities emphasizing Indigenizing teaching and learning practices	EJHS	ILE Committee will identify and lead activities as outlined in the ILE handbook	Activities included: <ul style="list-style-type: none"> <li>• Land acknowledgements at assemblies</li> <li>• Drummers for ceremonies</li> </ul>	

implemented in each school.		as appropriate to EJHS	<ul style="list-style-type: none"> <li>• Feed the Fire ceremonies</li> <li>• Tent on school grounds</li> <li>• Hired Cours d'enquêtes en plein air (CEPA) staff to coordinate activities</li> </ul>	
	MHS	ILE Committee will identify and lead activities as outlined in the Indigenous Languages and Education (ILE) Handbook as appropriate to MHS	Activities included: <ul style="list-style-type: none"> <li>• Land acknowledgements at assemblies</li> <li>• Drummers for ceremonies</li> <li>• Feed the Fire ceremonies</li> <li>• Outdoor learning area</li> <li>• Birchbark Discovery Centre</li> <li>• Traditional games</li> </ul>	
	NJM	ILE Committee will identify and lead activities as outlined in the ILE Handbook as appropriate to NJM	Activities included: <ul style="list-style-type: none"> <li>• Land acknowledgements at assemblies</li> <li>• Drummers for ceremonies</li> <li>• Feed the Fire ceremonies</li> </ul>	
	RLN	ILE Committee will identify and lead activities as outlined in the ILE Handbook as appropriate to RLN	Activities included: <ul style="list-style-type: none"> <li>• Land acknowledgements at assemblies</li> <li>• Drummers for ceremonies</li> <li>• Feed the Fire ceremonies</li> <li>• Friday Fires (weekly cultural activities with a Knowledge Keeper)</li> <li>• Moose-hide tanning</li> </ul>	
	ESJF	ILE Committee will identify and lead activities as outlined in the ILE Handbook	Activities included: <ul style="list-style-type: none"> <li>• Land acknowledgements at assemblies</li> </ul>	



		<p>as appropriate to ESJF.</p>	<ul style="list-style-type: none"> <li>• Drummers for ceremonies</li> <li>• Feed the Fire ceremonies</li> <li>• Northern Studies practicum</li> <li>• Outdoor learning area</li> </ul>	
	<p>EWMS</p>	<p>ILE Committee will identify and lead activities as outlined in the ILE Handbook as appropriate to EWMS</p>	<p>Activities included:</p> <ul style="list-style-type: none"> <li>• Land acknowledgements at assemblies</li> <li>• Drummers for ceremonies</li> <li>• Feed the Fire ceremonies</li> <li>• <i>Camp Akaitcho</i></li> <li>• Grade 8 canoe trip</li> <li>• Outdoor experiential learning</li> </ul>	

## H. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021.</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 NWT JK-12 Indigenous Languages and Education Handbook and the creation of Indigenous Language and Education (ILE) committee in each school. The ILE committees will work collaboratively to create school specific goals with the intention of Indigenizing the content in all subject areas.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	Schools are shifting to including outdoor learning opportunities that reflect Indigenous ways of learning – experiential, relational, spiral, and holistic		
Areas for Development for the region	Indigenizing literacy instruction for middle year grades with Dr. Sara Davidson		

Additional Comments for the region,  
including any specific information related to  
the COVID-19 pandemic.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	EJHS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook  Two staff attended an Indigenizing Education PD retreat	
	MHS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook  Two staff attended an Indigenizing Education PD retreat	
	NJM	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two sessions with PD Indigenizing Education Handbook	
	RLN	PD and in-servicing will be coordinated	Two PD sessions on Indigenizing	

		at the district level The ILE committee will lead the planning for Indigenizing content of curriculum	Education Handbook Two staff attended an Indigenizing Education PD retreat	
	ESJF	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook Two staff attended an Indigenizing Education PD retreat	
	EWMS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook Two staff attended an Indigenizing Education PD retreat	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	EJHS	100%	In progress	ILE Committee to compile data in 2021-2022
	MHS	100%	In progress	ILE Committee to compile data in 2021-2022
	NJM	100%	In progress	ILE Committee to compile data in 2021-2022
	RLN	100%	In progress	ILE Committee to compile data in 2021-2022
	ESJF	100%	In progress	ILE Committee to compile data in 2021-2022
	EWMS	100%	In progress	ILE Committee to compile data in 2021-2022
Type of <b>classroom based</b> activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit	EJHS	Each teacher will refer to the Promising practices and Taking Action of the	In progress	ILE Committee to compile the specific activities

and other resources as required.		Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Promoting Awareness of the History and Legacy of Residential Schools		
	MHS	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Including Indigenous Language Instructors in School-Wide Planning	In progress	ILE Committee to compile the specific activities
	NJM	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design	In progress	ILE Committee to compile the specific activities

		<p>lessons that infuse Indigenous content. For example, incorporating Resource People into the school culture</p>		
	RLN	<p>Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Culturally Relevant Extracurricular Activities</p>	In progress	ILE Committee to compile the specific activities
	ESJF	<p>Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Indigenizing Teaching Practices</p>	In progress	ILE Committee to compile the specific activities

	<p>EWMS</p>	<p>Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Offering Key Cultural Experiences such as Heritage Fair</p>	<p>In progress</p>	<p>ILE Committee to compile the specific activities</p>
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## I. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region's approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Restrictions due to the COVID-19 pandemic may impact and alter delivery of cultural experiences.</p> <p>The most effective cultural experiences are planned and delivered collaboratively with community members. Enriching the cultural learning experience by providing relevant and engaging activities serves to strengthen the relationship between students, educators, and community members. These experiences not only improve educational outcomes, they also increase a sense of belonging and overall wellbeing. Through participation in cultural experiences, educators learn new ways to Indigenize their practices and further develop a lived understanding of the community's worldview. At YK1, every student participates in an Indigenous Cultural Experience camp organized by the district according to the themes outlined in <i>Dene Kede</i>. The majority of these camps take place at B. Dene Adventures in Dettah.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	Some camps were not held to due COVID-19 restrictions
Areas of Strength for the region	Every school built an outdoor learning centre with varying success in implementing learning opportunities within this setting		
Areas for Development for the region	Inclusion of Elders in outdoor learning experiences		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	Due to COVID-19 restrictions, access to Elders was restricted		



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Type and frequency of relevant and authentic key cultural experiences occurring <b>on the land</b> , by grade level, and % of Indigenous language included in experience.	EJHS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> <li>• Berry Picking</li> <li>• Traditional Games</li> <li>• Dog-sledding</li> </ul>
	MHS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> <li>• Berry Picking</li> <li>• Traditional Games</li> <li>• Dog-sledding</li> <li>• Canoeing</li> </ul>
	NJM	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> <li>• Berry Picking</li> <li>• Traditional Games</li> <li>• Dog-sledding</li> </ul>

	RLN	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> <li>• Berry Picking</li> <li>• Traditional Games</li> <li>• Dog-sledding</li> <li>• Canoeing</li> </ul>
	ESJF	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> <li>• Canoeing</li> </ul>
	EWMS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> <li>• Berry Picking</li> <li>• Traditional Games</li> <li>• Dog-sledding</li> <li>• Canoeing</li> </ul>
Type and frequency of relevant and authentic key cultural experiences	EJHS	Cultural experiences offered by the Dene Kede	Weekly experiences included: <ul style="list-style-type: none"> <li>• Sewing</li> </ul>	

<p>occurring in the <b>classroom setting or school</b> by grade level and % of Indigenous language included in experience.</p>		<p>facilitator and Elders are available for all grade levels</p>	<ul style="list-style-type: none"> <li>• Beading</li> <li>• Cooking</li> <li>• Story-telling</li> <li>• Games</li> <li>• Language instruction</li> </ul>	
	MHS	<p>Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels</p>	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> <li>• Sewing</li> <li>• Beading</li> <li>• Cooking</li> <li>• Story-telling</li> <li>• Games</li> <li>• Language instruction</li> </ul>	
	NJM	<p>Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels</p>	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> <li>• Sewing</li> <li>• Beading</li> <li>• Cooking</li> <li>• Story-telling</li> <li>• Games</li> <li>• Language instruction</li> </ul>	
	RLN	<p>Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels</p>	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> <li>• Sewing</li> <li>• Beading</li> <li>• Cooking</li> <li>• Story-telling</li> <li>• Games</li> <li>• Language instruction</li> </ul>	
	ESJF	<p>Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels</p>	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> <li>• Sewing</li> <li>• Beading</li> <li>• Cooking</li> <li>• Story-telling</li> <li>• Games</li> <li>• Language instruction</li> </ul>	

	EWMS	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels	Weekly experiences included: <ul style="list-style-type: none"> <li>• Sewing</li> <li>• Beading</li> <li>• Cooking</li> <li>• Story-telling</li> <li>• Games</li> <li>• Language instruction</li> </ul>	
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	EJHS	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	MHS	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	NJM	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	RLN	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	ESJF	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	EWMS	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions

## J. Strengthening Indigenous Language Instruction

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>YK1's approach to supporting the delivery of OLC includes:</p> <ul style="list-style-type: none"> <li>• Strategic allocation of funds to promote Indigenous Language and Culture</li> <li>• Integration of the Dene <i>Kede</i> facilitator and Elder into the regular programming in schools</li> <li>• Inviting local Elders into special cultural events and into classrooms whenever possible</li> <li>• Planning student visits into our local Indigenous community</li> <li>• Offering formal <i>Wiiliideh</i> language classes at Mildred Hall School and Ecole Sir John Franklin High School.</li> </ul>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (If applicable)
% of schools offering core language programming using OLC	30%	30%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100% of instructors receive PD and in-servicing.	100%	
Type of Indigenous language resources being developed to support OLC.	<ul style="list-style-type: none"> <li>• On the land cultural language based activities</li> <li>• Technology (use of language Apps)</li> <li>• Legends in a traditional language</li> </ul>	Target achieved	

	<ul style="list-style-type: none"> <li>Use of games, music, puppets etc.</li> </ul>		
Number of staff receiving training and support for development of Indigenous language resources.	8	8	
Areas of Strength for the region	YK1 continues to create authentic learning opportunities and resources		
Areas for Development for the region	Limited Elders and resource persons to support language programming		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### ***K. Community Support***

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
Yellowknife	\$60,701	\$198,761	Carry-over from 2019/20 events cancelled as a result of COVID-19	\$308,379.22	Cultural camps  Outdoor learning spaces (wall tent platforms)  Publishing a children's book with NWT author and local language speaker  Storage shed for ILE equipment e.g. Canoes, outdoor gear, etc.	

## L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the Our Languages curriculum through the TLC.	Yk1 has allocated a full time position to work with the Our Languages Curriculum and develop resources for each specific grade taught. As there is a limited number of people who are fluent in their language and are certified instructors, this person also spends part of each day teaching the Language class at the high school.
--	--

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	The resources are being created in accordance with the Our Languages Curriculum i.e. games, flash cards, translations, out door activities	Target achieved  Published children's book with NWT author and local language speaker	
Number of staff receiving training and support for development of Indigenous language resources.	There are four Indigenous Language Instructors at YK1. All four will have received training in the development of resources.	4	
Areas of Strength for the region	Work closely with the community and ECE to develop resources		
Areas for Development for the region	Involving staff in resource development with community support		
Additional Comments for the region			



**Department of Education, Culture & Employment  
Council/District Approved 2020-2021 Budget**

**Yellowknife Education District No.1  
Statement of Operations - (Schedule 1)  
Annual Budget - Consolidated**

	2020-2021 *Budget	2019-2020 *Budget	2019-2020 Actual as of June 2020
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
Regular Contribution	29,687,184	29,055,450	29,219,831
French Language Contribution	457,000	422,000	484,850
Indigenous Language Contribution			0
SSI Contribution	123,000	123,000	123,000
Other Contribution			109,305
<b>Total GNWT</b>	<b>30,267,184</b>	<b>29,600,450</b>	<b>29,936,986</b>
<b>Federal Government</b>			
<b>Property Tax Requisitioned</b>	<b>6,793,000</b>	<b>6,769,000</b>	<b>6,795,185</b>
<b>Other School Authorities:</b>			
South Slave (French)	15,000	50,000	30,000
Dettah/Ndilo Superintendent Fees	57,500	57,500	57,500
Dettah Enrolment Transfer	135,000	60,000	102,520
<b>Education Body Generated Funds</b>	<b>207,500</b>	<b>167,500</b>	<b>190,020</b>
Rentals	380,000	380,000	383,440
School Fees			
Jordan Principal			1,723,483
Investment Income	160,000	160,000	223,352
Other	20,000	20,000	79,643
<b>Total Generated Funds</b>	<b>560,000</b>	<b>560,000</b>	<b>2,409,918</b>
<b>Transfers</b>			
Transfers from Capital Fund			
<b>Total Transfers</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL REVENUES</b>	<b>37,827,684</b>	<b>37,096,950</b>	<b>39,332,109</b>
<b><u>EXPENSES</u></b>			
Administration	1,605,000	1,536,770	1,560,199
School Programs	24,570,185	24,345,034	23,189,831
Inclusive Schooling	6,630,000	6,622,062	8,273,598
Indigenous Languages and Education	1,255,000	1,219,761	1,104,372
Operations & Maintenance	3,851,000	3,175,823	3,885,122
Accommodations (Nordic Arms)	216,500	197,500	947,014
Transfers to Capital			-218,090
Debt Services			
<b>Subtotal Expenses Before Amortization</b>	<b>38,127,685</b>	<b>37,096,950</b>	<b>38,742,046</b>
<b>SURPLUS (DEFICIT) Before Amortization</b>	<b>-300,001</b>	<b>-0</b>	<b>590,063</b>
<b>Amortization</b>	<b>915,000</b>	<b>914,776</b>	<b>944,729</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-1,215,001</b>	<b>-914,776</b>	<b>-354,666</b>
Accumulated Surplus (Opening)	1,988,504	1,802,239	1,714,459
Accumulated Surplus (Closing)	773,503	887,463	1,988,504

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Yellowknife Education District No. 1  
Consolidated Expenses - (Schedule 2)  
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
<b>SALARIES</b>							
Teachers' Salaries		14,662,369					14,662,369
Regional Coordinators (RISC/RILE)				150,443	122,700		273,143
Program Support Teachers				2,385,245			2,385,245
Wellness Counsellors				353,958			353,958
Support Assistants		1,347,732		2,203,817			3,551,549
Indigenous Language Instruction					310,344		310,344
Cultural Resource Staff					269,552		269,552
Elders in Schools					123,828		123,828
Non Instructional Staff	1,021,866	2,262,531	544,853				3,829,250
Board/Trustee Honoraria	84,520						84,520
<b>EMPLOYEE BENEFITS</b>							
Employee Benefits/Allowances	189,134	3,560,122	98,124	1,114,370	151,764		5,113,514
Leave And Termination Benefits							0
<b>STAFF DEVELOPMENT (Including Travel)</b>							
		120,000		228,629			348,629
<b>SERVICES PURCHASED/CONTRACTED</b>							
Professional/Technical Services	40,000	383,100	5,000	5,000	15,000		448,100
Postage/Communication	36,000	61,600					97,600
Utilities							0
Heating			807,571			40,000	847,571
Electricity			937,000			50,000	987,000
Water/Sewage			164,000			21,000	185,000
Travel		0					0
Student Transportation (Busing)		460,000		20,000	10,000		490,000
Advertising/Printing/Publishing	35,480	10,000			11,500		56,980
Maintenance/Repair	5,000	74,105	465,249			86,000	630,354
Rentals/Leases	5,000	164,200					169,200
Other Contracted Services	95,000	524,700	824,203	108,538	205,205		1,757,646
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Assistive Technology				10,000			10,000
Materials	92,000	922,571		50,000	35,107	19,500	1,119,178
Freight	1,000	17,155	5,000				23,155
<b>DEBT SERVICE</b>							
							0
<b>OTHER</b>							
							0
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>							
	1,605,000	24,570,185	3,851,000	6,630,000	1,255,000	216,500	38,127,685
<b>AMORTIZATION</b>							
							0
<b>TOTAL</b>							
	1,605,000	24,570,185	3,851,000	6,630,000	1,255,000	216,500	38,127,685

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Yellowknife Education District No.1  
Inclusive Schooling - (Schedule 3)  
Annual Budget**

	<b>General Inclusive Schooling</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b><u>SALARIES</u></b>			
Regional Coordinators	150,443		<b>150,443</b>
Program Support Teachers	2,015,010	370,235	<b>2,385,245</b>
Wellness Counsellors	225,246	128,712	<b>353,958</b>
Support Assistants	2,147,186	56,631	<b>2,203,817</b>
<b><u>EMPLOYEE BENEFITS</u></b>			
Employee Benefits/Allowances	1,005,565	108,805	<b>1,114,370</b>
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>			
	228,629		<b>228,629</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>			
Professional/Technical Services	5,000		<b>5,000</b>
Student Transportation (Busing)*	20,000		<b>20,000</b>
Other Contracted Services	108,538		<b>108,538</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>			
Assistive Technology	10,000		<b>10,000</b>
Materials	20,000	30,000	<b>50,000</b>
Freight			<b>0</b>
<b>TOTAL</b>	<b>5,935,617</b>	<b>694,383</b>	<b>6,630,000</b>

**Department of Education, Culture & Employment  
Council Approved 2020-2021 Budget**

**Yellowknife Education District No.1  
Indigenous Languages and Education - (Schedule 4)  
Annual Budget**

	<b>Indigenous Education</b>	<b>Our Languages Curriculum Resource Development (TLC's)</b>	<b>Community Support</b>	<b>Total</b>
<b><u>SALARIES</u></b>				
Regional ILE Coordinators	122,700			<b>122,700</b>
Indigenous Language Instruction	179,759	73,954	56,631	<b>310,344</b>
Cultural Resource Staff	269,552			<b>269,552</b>
Elders in Schools	123,828			<b>123,828</b>
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances	118,747	16,965	16,052	<b>151,764</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Services	15,000			<b>15,000</b>
Travel				<b>0</b>
Student Transportation (Busing)*			10,000	<b>10,000</b>
Advertising/Printing/Publishing	11,500			<b>11,500</b>
Rentals/Leases				<b>0</b>
Other Contracted Services	41,500	47,627	116,078	<b>205,205</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials	35,107			<b>35,107</b>
Freight				<b>0</b>
				<b>276,812</b>
<b>TOTAL</b>	<b>917,693</b>	<b>138,546</b>	<b>198,761</b>	<b>1,255,000</b>

2022-02-08 Budget 2021 submitted to ECE Nov 18.xlsx  
**Department of Education, Culture & Employment**  
**Council Approved 2020-2021 Budget**

**Yellowknife Education District No.1**  
**Approved Person Years - (Schedule 5)**  
**Annual Budget**

	<u>Person Years</u>
<b>Administration Staff</b>	7.50
<b>Territorial Schools:</b>	
Teachers	118.00
Consultants	1.50
Librarians	3.50
Secretaries	7.50
Custodians	16.90
Junior Kindergarten Early Childhood Inst:	14.00
<b>Other - Technology</b>	3.00
<b>Other -French Teachers &amp; Eas</b>	4.50
	-
<b>Inclusive Schooling:</b>	
Regional Coordinator	1.00
Program Support Teachers	17.00
Support Assistants	34.00
Counsellors	1.75
<b>Other - Magnet Positions</b>	5.00
<b>Other - Education Psychologist</b>	-
<b>Indigenous Languages and Education:</b>	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
<b>Other -Maintenance</b>	5.00
<b>Total Person Years</b>	<u><u>248.15</u></u>

# Appendix C: Annual Report - Audited Financial Statements

**Yellowknife District No.1 Education Authority**

**(Yellowknife Education District No. 1)**

**Consolidated Financial Statements**

**June 30, 2021**





# 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  
Tel: (867) 766-5050 Fax: (867) 873-5051  
yki.nt.ca yki@yki.nt.ca

# Management Discussion and Analysis

June 30, 2021

## Introduction

### **Yellowknife Education District No. 1 (YK1) Administration:**

Ed Lippert, Superintendent of Education/CEO  
Shirley Zouboules, 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 Standing Committees include:**

- Policy Committee
- Public Relations Committee
- Finance Committee
- Audit Committee

## **YK1 Strategic Directions**

**Taking direction from its mission statement, the Yellowknife Education District No. 1 Board of Trustees has set the following Strategic Directions for 2021:**

### **Wellness: Cultivate a culture of holistic wellness**

- Recognize the importance of relationships in learning
- Foster and promote personal wellness
- Create healthy, safe and caring learning environments

### **Learning: Ensure inclusive, equitable and authentic learning experiences**

- Engage learners through meaningful and innovative teaching and learning practices
- Strive for excellence
- Celebrate diversity of all learners

### **Indigenous Language and Education: Honour and celebrate Indigenous Language and Culture**

- Create a welcoming environment for all learners
- Integrate an Indigenous approach to education
- Strengthen Indigenous Language instruction

### **Community: Foster critical understanding of local, national and global issues**

- Inspire and pursue critical thinking through innovative and sustainable practices
- Embrace diversity and encourage empathy to promote global citizenship
- Model and encourage ethical leadership and engage in opportunities for service learning

## 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 jııgging, 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 progra
- '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, multi-aged alternative education program with room to expand in future years

### **N.J. Macpherson School (JK-5)**

- N.J. Macpherson School (NJM) is a quiet JK-5 school with a strong numeracy and literacy focus, offering programming in English and Core French
- Special programs at NJM include Montessori, visual arts, music, drama, gymnastics and a strong recycling program.
- Several extracurricular sports and clubs are available during school hours
- After-school care is offered at the school through the YWCA and Montessori Society
- Indigenous Language and Culture is integrated into classroom sessions and students attend culture camps throughout the year
- NJM also has an active Parent Advisory Council (PAC)

### **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 seven-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 and futsal. A recently renovated fitness room has also allowed the school to expand its sports programming
- Special multi-day camps are available for Grade 8 students, including Camp Akaitcho and a canoe trip on Hidden Lake

### **Range Lake North School (JK-8)**

- Intensive French is offered in Grade 6, Post-Intensive French is offered 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 PAC which organizes 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 Willideh 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

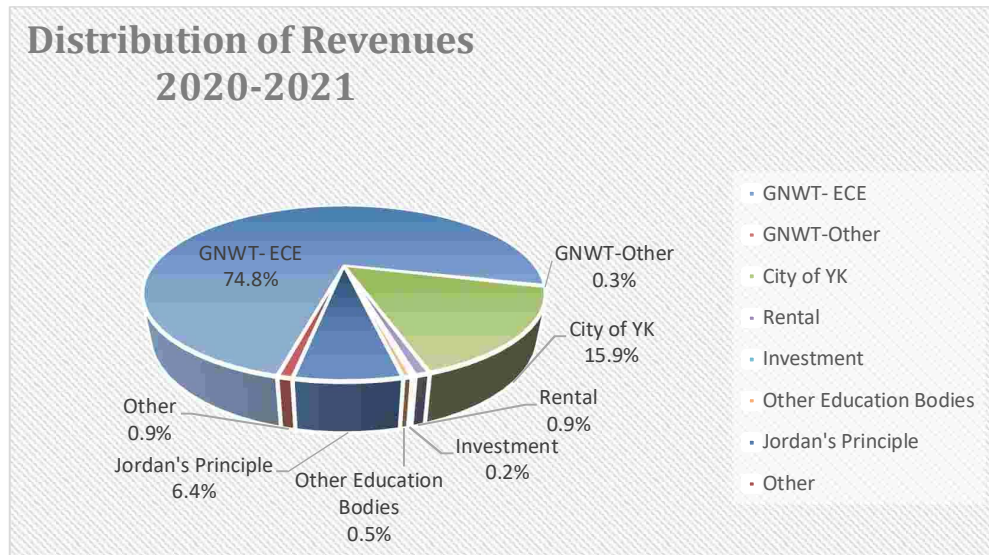
### Route 51 Learning:

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



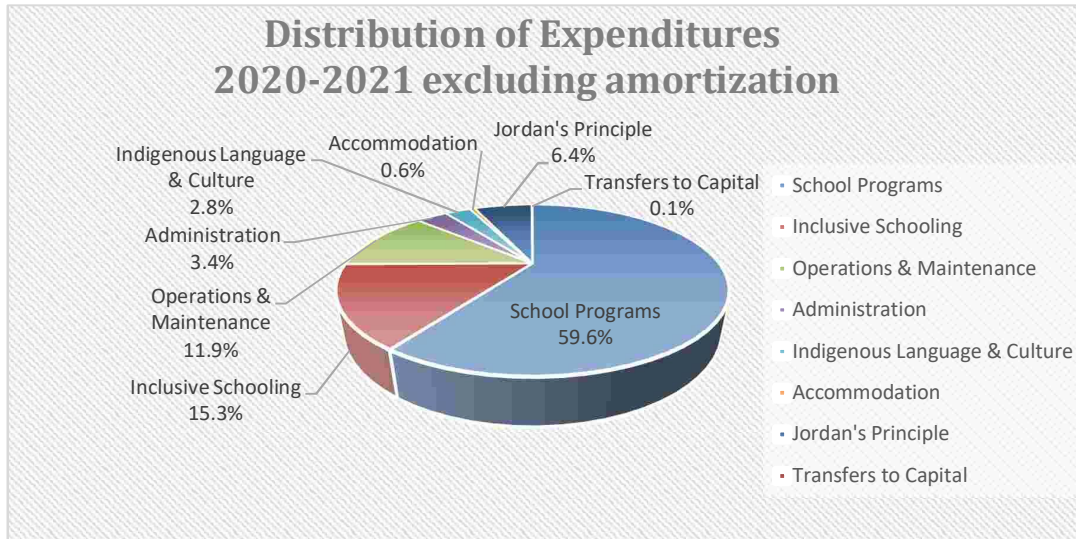
### Revenues

GNWT- ECE	32,078,890
GNWT-Other	128,781
City of YK (Property Taxation)	6,831,265
Rental	386,761
Investment	89,346
Other Education Bodies	227,633
Jordan's Principle	2,748,721
Other	392,062
<b>Total Revenues</b>	<b>42,883,459</b>

Funding from the Department of Education, Culture and Employment (ECE) makes up 74.8% of YK1's revenues. Property taxation revenue is 15.9%, Jordan's Principle is 6.4% and the remainder is generated from investment income, Nordic Arms

apartment rentals, superintendent services, Other Revenue, which includes School Generated Funds, various contributions for Schools, and parking lot rentals.

## Expenses



### Expenses (excluding amortization)

School Programs	25,497,006
Inclusive Schooling	6,544,866
Operations & Maintenance	5,078,456
Administration	1,455,224
Indigenous Language & Culture	1,212,545
Accommodation(Nordic Arms)	236,651
Jordan's Principle	2,748,721
Transfers to Capital	42,500
<b>Total Expenses</b>	<b><u>42,815,969</u></b>

Expenditure allocations is based on the Department of Education, Culture and Employment's funding formula. 84.1% of expenditures consist of school programs (59.6%), Inclusive Schooling (15.3%), and Indigenous Language and Culture (2.8%) which directly related to schools. Jordan's Principle expenditures is also directly related to schools and is (6.4%) of the total expenditure allocation and is federally funded.

## Unrestricted Surpluses

The accumulated operating surplus is the overall operations of the district, the decentralized surplus is school based expenditures, and capital surplus is for major capital expenditures, Pellet Boiler reserve is 25% of the project costs as per the 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 \$1,150,000.

Surplus	2020/2021	2019/2020	Change
Operating	554,052	385,842	+168,210
Capital	904,165	904,165	0
Pellet Boiler	364,375	350,000	+14,375
Decentralized(Schools)	376,801	348,497	+28,304
<hr/>			
Total Accumulated Surplus	2,199,393	1,988,504	+210,889
<hr/>			
Unfunded by ECE :			
Leave and Termination Benefits	1,878,079	1,611,927	+266,152
	<b>4,077,472</b>	<b>3,600,431</b>	<b>+477,041</b>

The accumulated operating surplus increased by \$168,210 and the decentralized surplus increased by \$28,304, the Pellet Boiler Reserve increased by \$14,375, the total change is an overall increase of \$210,889. The overall unrestricted surplus is 5.2% (\$2,199,393/\$42,089,000) of total 2021/2022 budgeted expenditures excluding amortization. However, the Pellet Boiler reserve, and the decentralized surplus are internally restricted. For the Authority's purposes, the overall unrestricted surplus excludes those two surpluses, and is 3.5% (\$1,458,217/\$42,089,000) of the overall budgeted expenditures.

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. The pellet boilers will be ready for the 2021 fall/winter heating season.



## Restricted Reserves

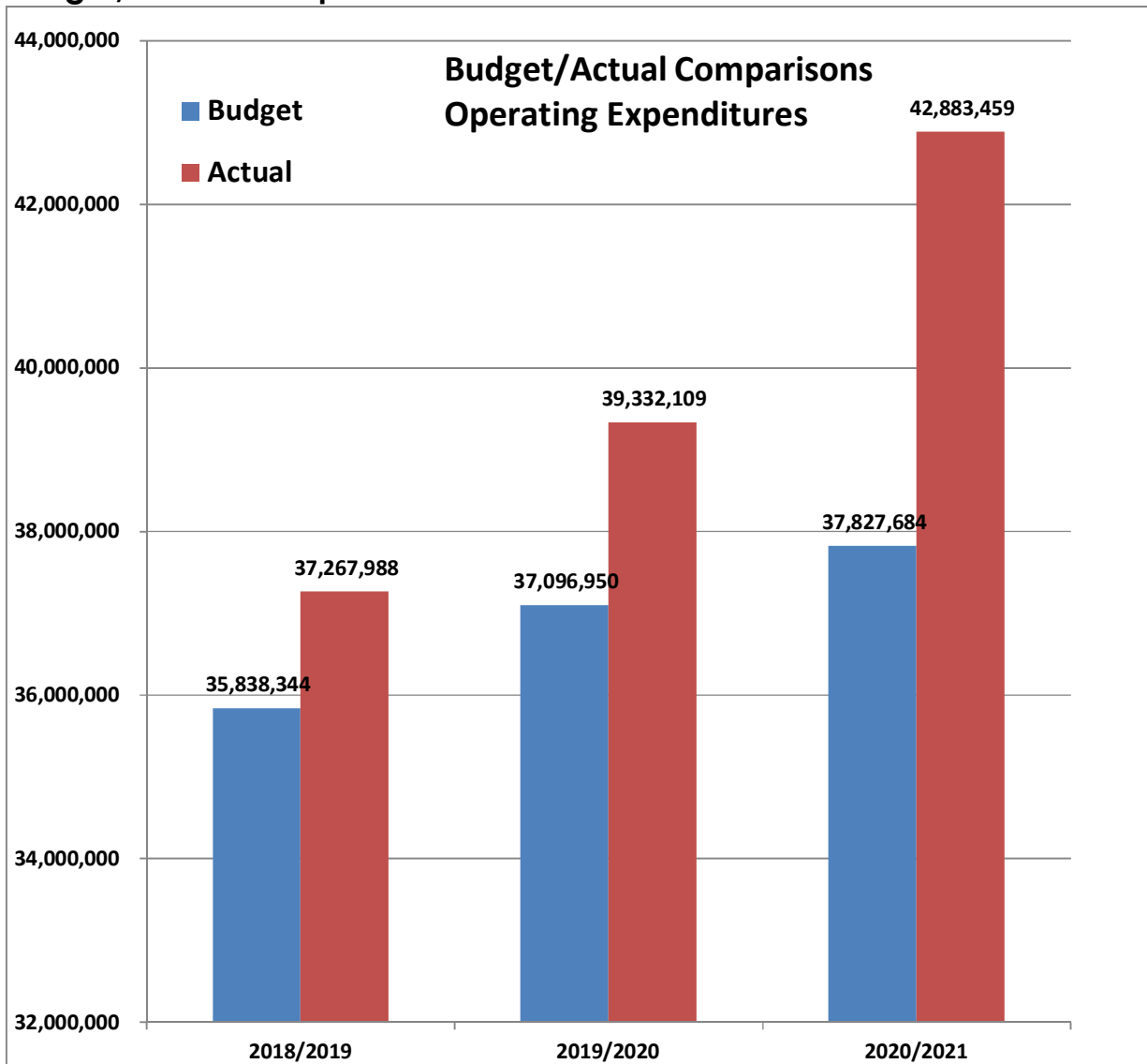
The Department of Education, Culture and Employment has agreed to allow YK1 to maintain the unspent utility funding to be used for conversion of current lighting to LED lighting in the schools and minor capital expenditures. LED lights can save 30% or more on energy costs. ECE has agreed to allow YK1 to keep all utilities savings to be reinvested into minor capital projects or LED lighting upgrades. For the 2020/2021 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 \$288,576. Ryfan Electric is replacing the LED lights for William McDonald School over the summer and DT Electric is replacing the LED lights for Sir John Franklin High School. Payment for lighting materials to Ryfan and DT Electric is \$357,599. Both projects expected to be completed by August 2021.

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.

<b>LED Restricted</b>	<b>2020/2021</b>	<b>2019/2020</b>	<b>Change</b>
Beginning Balance	353,579	255,651	97,928
Utility Savings	+288,576	+97,928	+190,648
Utility Shortfall/ LED Projects	-357,599		-357,599
<b>Total LED Reserve</b>	<b>284,556</b>	<b>353,579</b>	<b>-69,023</b>



## Budget/Actual Comparisons



YK1 revenues are higher than budget by \$5,055,775 due to:

- ECE regular contributions revenues higher by \$754,874 due to Funding for the UNW retroactive funding based for NWTA staff wages 538,593, and carry-over funding from previous year for Indigenous Language and Culture Progra \$93,522.
- ECE other contributions revenues higher by \$969,232 due to COVID-19 funding used from ECE \$819,732, and Dept. of Finance \$57,500. Also, \$250,000 in funding for JHS accommodations plan and WMS Parking/drop off.

- GNWT Other Contributions revenue is from Department of Municipal and Community Affairs (MACA) for Active After School \$76,500, Department of Health and Social Services for Drop the Pop Campaign \$25,228 in schools, and Department of Environment and Natural Resources for taking a kid trapping and other programs \$27,053.
- Portfolio Investment income lower from previous years' due to interest rate decreases.
- Jordan's Principle Revenue from the Federal Government is a total of \$3,481,395. Schools spent \$2,748,722, the remainder of \$732,672 is carried over to school year 2021/2022. This is mainly due to some unstaffed positions throughout the year.

○ Carry-over from 2020	\$614,451
○ Approval in 2020/2021	<u>2,866,943</u>
○ Total Available	3,481,395
○ Expenditures 2020/2021	<u>-2,748,722</u>
○ Carry-over 2020/2021	\$732,672

- Other income also consists of the following:

○ School Generated Revenue	\$258,474
○ Green House Gas Reduction Grant	31,875
○ Environment Education Progra	7,200
○ Tides Canada Make Way	15,000
○ Yellowknife Community Foundation	3,745
○ United Way of YK	5,000
○ Diavik Diamond Mines	10,000
○ Royal Canadian Legion	2,000
○ Breakfast club of Canada	12,865
○ Food Banks Canada	14,221
○ Food First Foundation	31,250
○ Elite Commercial Flooring	1,500
○ Canadian Tire	5,000
○ Parking stall rental	23,715
○ Book Sales (ILC)	1,341
○ NWT Financial Services	<u>750</u>
Total	<u>\$423,936</u>

YK1 expenses variance highlights are:

- School Programs has a negative variance of \$675,054 due to unbudgeted salary increase of 2.5%. This is due to the fact that GNWT did not settle the contract with NWTTA until after the budget was approved.
- Inclusive Schooling costs are lower than budget due to lower professional development costs.

- Indigenous Language and Culture expenses lower than budget due to unstaffed positions and limited Elders in Schools expenditure due to COVID-19 restrictions.
- Operations and Maintenance costs are higher by \$1,227,456 due to:
  - Insurance costs higher than budget by \$899,295 due to increase in insurance premiums;
  - William McDonald School additional drop-off to accommodate JHS students during new school rebuild \$187,453;
  - JHS accommodations expenses \$72,573;
- Capital purchases for the year include a project costs for the installation of pellet boilers for Range Lake North and Mildred Hall School \$42,500. This is the initial costs for professional services, total project costs is estimated at \$1,500,000. Project is expected to be complete by June 2022.

Yellowknife Education District No.	Enrolment		Teachers/ Admin/ PST	Early Childhood Instructors	Pupil/Teacher ratio	
	K-12 Sep-20	JK Sep-20	K-12	JK	K-12	JK
Mildred Hall School	246.00	17.00	19.50	2.00	12.62	8.50
JH Sissons	254.00	37.00	19.00	4.00	13.37	9.25
William McDonald School	246.00	-	17.75	-	13.86	
NJ Macpherson School	340.00	44.00	22.00	4.00	15.45	11.00
Range Lake North School	259.00	26.00	20.25	3.00	12.79	8.67
Sir John Franklin High School	653.75	-	36.50	-	17.91	
<b>Total District</b>	<b>1,998.8</b>	<b>124.0</b>	<b>135.00</b>	<b>13.00</b>	<b>14.81</b>	<b>9.54</b>

Overall enrolment for September 2020 is 2122.75, a decrease of 19.75 full time equivalent (FTE) students from September 2019.

## Summary and Outlook

In 2020/2021, YK1 faced a number of challenges and made important decisions related to the New School rebuild 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. The students from the previous JH Sissons Schools are accommodated at William McDonald School, while the new school is being built. The project is expected to be on schedule with completion in August 2022.

Schools were faced with opening with COVID-19 health and safety restrictions. Funding was received to help with the purchase of materials and supplies for COVID-19 and additional Teachers and Custodians.

Working with The Department of Education and the Department of Infrastructure to install new pellet boilers at Mildred Hall School and Range Lake North School.

The completion of the replacement of William McDonald School roof.

New five year joint bussing contract with First Transit Canada and Yellowknife Catholic Schools, and Commission scolaire francophone Territoires du Nord-Ouest.

Alberta School Boards Insurance Exchange ASBIE has been dissolved as of June 1, 2020. YK1 and YCS purchased insurance from Lloyd Sadd Insurance Broker for the school year. Insurance premiums have increased more than 200% due to changing insurance markets and is not sustainable. Yellowknife Education District No.1 and Yellowknife Catholic Schools are working with the Department of Education, Culture and Employment to look explore viable options for insurance for the 2021/2022 school year.

Despite these challenges, the Board looks back proudly at their achievements and successes over the past year:

- All YK1 schools continued to offer food programs, which included breakfast, lunch and snacks for students who need that support.
- When schools shut down due to COVID-19 in May 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.
- The New School Project Coordinator position is in place to work with Department of Education, Department of Infrastructure, and Yellowknife Education District No.1. Laurel Kostuk started in the job in March 2021. She is currently working on coordinating the furniture order for the new school.
- The Board and Senior Administration developed new Strategic Priorities for roll-out in the 2021/2022 School Year.

## **Outlook for 2021-2022**

- Yellowknife Education District No.1 welcomes a new Superintendent, Cindi Vaselenak for the start of the school year, we wish retiring Superintendent Ed Lippert all the best.
- 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 has become a JK-7 school while YK1's new school is built (anticipated build 2020-2022).
- Planning and preparing for a Trustee election in the fall of 2021, which would be out of sync with the next municipal election for one year. The GNWT is changing the Education Act to align School Board elections with Municipal elections to save on costs for on enumeration, promotion and coordination costs. Next election with the City of Yellowknife is October 2022.
- GNWT, Yellowknife Education District No.1 and YCS to work on insurance options to reduce the cost of insurance premiums.
- Completion of the Pellet Boiler projects for Mildred Hall School and Range Lake North School.



## 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.

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Cindi Vaselenak  
Superintendent of Education / CEO  
Yellowknife District No. 1 Education Authority

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Tram Do  
Director of Corporate Services  
Yellowknife District No. 1 Education Authority



## **Independent Auditors' Report**

**To the Minister of Education, Culture and Employment  
Government of the Northwest Territories**

### **Report on the Audit of the Consolidated Financial Statements**

#### *Opinion*

We have audited the accompanying consolidated financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2021, consolidated statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2021, 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 consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## **Independent Auditors' Report (Continued)**

### *Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements*

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Authority's financial reporting process.

### *Auditors' Responsibilities for the Audit of the Consolidated Financial Statements*

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



## **Independent Auditors' Report (Continued)**

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

### *Report on Compliance with Specified Authorities*

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authority against which compliance was audited is the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the consolidated financial statements are in compliance with the specified authorities referred to above.

*Crowe MacKay LLP*

**Yellowknife, Northwest Territories  
September 14, 2021**

**Chartered Professional Accountants**



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Consolidated Statement of Financial Position**

**Statement 1**

As at June 30,	2021	2020
	\$	\$
<b>FINANCIAL ASSETS</b>		
Cash (Note 4)	10,790,437	8,639,094
Portfolio Investments (Note 7)	-	2,126,244
Accounts Receivable (Note 8)	529,253	77,368
Due from Government of Canada (Note 13)	130,680	593,158
Deposit in Trust (Note 33)	1,457,500	-
	<b>12,907,870</b>	<b>11,435,864</b>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities (Note 10)	1,071,113	1,327,410
Payroll Liabilities (Note 10)	4,693,950	4,574,092
Vacation Payable (Note 10)	247,169	284,711
Deferred Revenue (Note 11)	2,268,421	711,444
Post-employment benefits and compensated absences (Note 17)	1,878,079	1,611,927
Environmental Liabilities (Note 34)	935,901	935,901
	<b>11,094,633</b>	<b>9,445,485</b>
<b>NET FINANCIAL ASSETS</b>	<b>1,813,237</b>	<b>1,990,379</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible Capital Assets (Note 18)	10,243,484	11,145,713
Prepaid Expenses (Note 19)	670,711	351,704
	<b>10,914,195</b>	<b>11,497,417</b>
<b>ACCUMULATED SURPLUS (Note 35)</b>	<b>12,727,432</b>	<b>13,487,796</b>
<b>Represented by:</b>		
Operating Fund	554,051	385,842
Investment in Tangible Capital Assets	10,243,484	11,145,713
Decentralized Surplus	376,801	348,497
Pellet Boiler Reserve	364,375	350,000
Capital Fund Reserve	904,165	904,165
LED Reserve	284,556	353,579
	<b>12,727,432</b>	<b>13,487,796</b>

**Contractual Obligations (Note 21), Contingencies (Note 22)**

**Approved on behalf of the board:**

Trustee   
 \_\_\_\_\_  
 Rajiv Rawat

Trustee   
 \_\_\_\_\_  
 Terry Brookes



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Consolidated Statement of Operations

Statement 2

For the year ended June 30,	2021 Budget \$	2021 Actual \$	2020 Actual \$
<b>REVENUES</b>			
<b>Government of the Northwest Territories</b>			
Regular contributions	29,516,184	<b>30,271,058</b>	29,219,831
Other contributions	294,000	<b>1,263,232</b>	123,000
French Language revenues	472,000	<b>544,600</b>	484,850
<b>Total ECE (Note 30)</b>	30,282,184	<b>32,078,890</b>	29,827,681
<b>GNWT other contributions (Note 31)</b>	-	<b>128,781</b>	109,305
<b>Government of Canada - Jordan's Principle</b>	-	<b>2,748,721</b>	1,723,483
<b>Other education bodies</b>	212,500	<b>227,633</b>	190,020
<b>Property tax requisitioned</b>	6,793,000	<b>6,831,265</b>	6,795,185
<b>Education authority generated funds</b>			
Rental income	380,000	<b>386,761</b>	383,440
Portfolio investment income	160,000	<b>89,346</b>	223,352
Other	-	<b>392,062</b>	703,600
	540,000	<b>868,169</b>	1,310,392
<b>Total revenues</b>	37,827,684	<b>42,883,459</b>	39,956,066
<b>EXPENSES</b>			
School programs	24,570,185	<b>25,245,239</b>	23,189,831
Inclusive schooling	6,630,000	<b>6,544,866</b>	6,550,115
Staff accommodations	216,500	<b>236,651</b>	947,014
Operations and maintenance	3,851,000	<b>5,078,456</b>	3,885,122
Administration	1,605,000	<b>1,455,224</b>	1,560,199
Indigenous language/cultural programs	1,254,999	<b>1,212,545</b>	1,104,372
Jordan's Principle	-	<b>2,748,721</b>	1,723,483
Amortization	915,000	<b>944,729</b>	944,729
School generated funds - expenses (Note 37)	-	<b>251,767</b>	623,957
<b>Total operating expenses</b>	39,042,684	<b>43,718,198</b>	40,528,822
<b>Operating deficit before other items</b>	(1,215,000)	<b>(834,739)</b>	(572,756)
<b>Other items</b>			
<b>Grant in-kind - GNWT assets provided at no cost (Note 20)</b>	-	<b>177,419</b>	99,712
<b>Rent expense - GNWT assets provided at no cost (Note 20)</b>	-	<b>(177,419)</b>	(99,712)
<b>Federal capital contributions</b>	-	<b>31,875</b>	-
<b>Transfer to tangible capital assets</b>	-	<b>42,500</b>	218,090
<b>Operating deficit</b>	(1,215,000)	<b>(760,364)</b>	(354,666)
<b>Opening accumulated surplus</b>	13,487,796	<b>13,487,796</b>	13,842,462
<b>Closing accumulated surplus</b>	12,272,796	<b>12,727,432</b>	13,487,796



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Consolidated Statement of Changes in Net Financial Assets**

**Statement 3**

<b>For the ended June 30,</b>	<b>2021 Budget \$</b>	<b>2021 Actual \$</b>	<b>2020 Actual \$</b>
Operating deficit	<b>(1,215,000)</b>	<b>(760,364)</b>	(354,666)
Acquisition of tangible capital assets	-	<b>(42,500)</b>	(218,090)
Amortization of tangible capital assets	<b>915,000</b>	<b>944,729</b>	944,729
	<b>(300,000)</b>	<b>141,865</b>	371,973
Consumption of supplies inventories	-	-	58,766
Purchase of prepaid expenses	-	<b>(670,711)</b>	(351,704)
Use of prepaid expenses	-	<b>351,704</b>	124,333
	-	<b>(319,007)</b>	(168,605)
<b>Increase (decrease) in net financial assets</b>	<b>(300,000)</b>	<b>(177,142)</b>	203,368
<b>Net financial asset at beginning of year</b>	<b>1,990,379</b>	<b>1,990,379</b>	1,787,011
<b>Net financial asset at end of year</b>	<b>1,690,379</b>	<b>1,813,237</b>	1,990,379



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Consolidated Statement of Cash Flows**

**Statement 4**

For the year ended June 30,	2021 \$	2020 \$
<b>OPERATING TRANSACTIONS</b>		
Operating deficit	(760,364)	(354,666)
<b>Item not affecting cash:</b>		
Amortization	944,729	944,729
<b>Changes in non-cash assets and liabilities</b>		
Decrease (increase) in due from Government of Canada	(37,868)	198,845
Decrease (increase) in accounts receivable	48,461	(490,831)
Increase (decrease) in accounts payable	(256,298)	165,681
Increase (decrease) in payroll liabilities	119,858	(560,056)
Increase in environmental liabilities	-	824,963
Increase (decrease) in leave and termination benefits	266,152	(108,951)
Increase (decrease) in vacation payable	(37,542)	80,617
Increase in deferred revenue	1,556,978	261,430
Increase in prepaid expenses	(319,007)	(227,372)
Decrease in inventories	-	58,766
<b>CASH PROVIDED BY OPERATING TRANSACTIONS</b>	<b>1,525,099</b>	<b>793,155</b>
<b>INVESTING TRANSACTION</b>		
Disposition of portfolio investments	2,126,244	2,000,671
<b>CASH PROVIDED BY INVESTING TRANSACTION</b>	<b>2,126,244</b>	<b>2,000,671</b>
<b>CAPITAL TRANSACTIONS</b>		
Acquisition of tangible capital assets	(42,500)	(218,090)
Payment of deposit in trust for pellet boilers	(1,457,500)	-
<b>CASH USED FOR CAPITAL TRANSACTIONS</b>	<b>(1,500,000)</b>	<b>(218,090)</b>
<b>INCREASE IN CASH</b>	<b>2,151,343</b>	<b>2,575,736</b>
<b>CASH AT BEGINNING OF YEAR</b>	<b>8,639,094</b>	<b>6,063,358</b>
<b>CASH AT END OF YEAR</b>	<b>10,790,437</b>	<b>8,639,094</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Details of Expenses

## Statement 5

For the year ended June 30,	School Programs	Inclusive Schooling	Staff Accommodation	Operations and Maintenance	Administration	Indigenous Languages	Jordan's Principle	Transfer and Other	Total 2021	Budget 2021	Total 2020
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>SALARIES</b>											
Honoraria	-	-	-	-	74,137	26,990	-	-	101,127	168,775	158,799
Instructional assistants	1,205,419	1,945,517	-	-	-	179,048	1,570,224	-	4,900,208	3,728,389	4,147,786
Non-instructional staff	2,286,176	-	15,533	536,211	901,159	-	249,884	-	3,988,963	3,829,250	3,691,251
Teachers	15,022,740	3,159,233	-	-	-	547,776	419,532	-	19,149,281	18,088,553	18,052,799
	18,514,335	5,104,750	15,533	536,211	975,296	753,814	2,239,640	-	28,139,579	25,814,967	26,050,635
<b>EMPLOYEE BENEFITS</b>											
Employee benefits/allowances	3,430,404	994,279	-	97,495	198,691	144,091	407,134	-	5,272,094	5,142,304	4,797,560
Leave and termination benefits	214,138	81,239	-	6,668	(57,292)	8,001	-	-	252,754	-	(95,553)
	3,644,542	1,075,518	-	104,163	141,399	152,092	407,134	-	5,524,848	5,142,304	4,702,007
<b>SERVICES PURCHASED</b>											
Advertising and printing	20,886	-	-	-	17,492	-	-	-	38,378	45,480	18,951
Communication	97,339	2,183	-	8,223	49,132	-	-	-	156,877	102,600	130,007
Contracted services	396,431	59,324	-	1,690,020	1,049	172,398	84,754	-	2,403,976	1,332,923	1,491,976
Maintenance and repairs	85,165	50,323	102,262	890,917	26,497	-	-	-	1,155,164	640,354	1,667,323
Other	136,922	-	-	260,027	192,705	-	-	-	589,654	306,500	278,699
Professional and technical	434,286	54,597	201	378	9,138	18,427	-	-	517,027	595,229	543,936
Rentals and leases	148,719	-	-	-	3,413	-	-	-	152,132	169,200	82,878
Student transportation	394,920	17,643	-	-	-	8,102	480	-	421,145	490,000	411,362
Travel	117,874	-	-	-	-	1,135	-	-	119,009	125,000	223,603
Utilities											
Heating	-	-	43,458	523,478	-	-	-	-	566,936	847,571	742,530
Electricity	-	-	39,446	854,150	-	-	-	-	893,596	987,000	956,408
Water/Sewage	-	-	32,818	173,403	-	-	-	-	206,221	185,000	220,380
	1,832,542	184,070	218,185	4,400,596	299,426	200,062	85,234	-	7,220,115	5,826,857	6,768,053
<b>MATERIALS</b>											
Awards and student events	3,283	-	-	-	8,347	-	-	-	11,630	76,000	11,715
Freight	5,046	-	-	609	929	-	-	-	6,584	23,155	6,405
Materials and supplies	1,245,491	180,528	2,933	36,877	29,827	106,577	16,713	251,767	1,870,713	1,244,401	2,045,278
	1,253,820	180,528	2,933	37,486	39,103	106,577	16,713	251,767	1,888,927	1,343,556	2,063,398
<b>AMORTIZATION</b>											
	-	-	-	-	-	-	-	944,729	944,729	915,000	944,729
<b>Total operating expenses</b>	<b>25,245,239</b>	<b>6,544,866</b>	<b>236,651</b>	<b>5,078,456</b>	<b>1,455,224</b>	<b>1,212,545</b>	<b>2,748,721</b>	<b>1,196,496</b>	<b>43,718,198</b>	<b>39,042,684</b>	<b>40,528,822</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Details of Inclusive Schooling Expenses

Statement 6

For the year ended June 30,	General Inclusive Schooling \$	Staff Development (SSI) \$	Assistive Technology \$	Magnet Facilities \$	Total 2021 \$
<b>SALARIES</b>					
Regional coordinator	154,383	-	-	-	154,383
Program support teachers/counsellors	2,486,093	8,232	-	510,525	3,004,850
Support assistants	1,945,517	-	-	-	1,945,517
	4,585,993	8,232	-	510,525	5,104,750
<b>EMPLOYEE BENEFITS</b>	984,417	-	-	91,101	1,075,518
<b>SERVICES PURCHASED</b>					
Professional and technical	54,597	-	-	-	54,597
Student transportation	17,643	-	-	-	17,643
Advertising and printing	2,183	-	-	-	2,183
Maintenance and repairs	50,323	-	-	-	50,323
Other contracted services	12,888	46,436	-	-	59,324
	137,634	46,436	-	-	184,070
<b>MATERIALS</b>					
Materials and supplies	3,638	68,333	85,993	22,564	180,528
<b>Total operating expenses</b>	5,711,682	123,001	85,993	624,190	6,544,866



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Details of Indigenous Language and Culture-Based Education Expenses

Statement 7

For the year ended June 30,	Indigenous	Our Languages Curriculum	Community	Total
	Education	Resource Development	Support	2021
	\$	\$	\$	\$
<b>SALARIES</b>				
Regional ILE coordinators	129,484	-	-	129,484
Indigenous language instruction	183,139	19,281	-	202,420
ILE substitutes	5,027	-	-	5,027
Cultural resource staff	275,592	55,336	58,964	389,892
Elders in schools	26,990	-	-	26,990
	620,232	74,617	58,964	753,813
<b>EMPLOYEE BENEFITS</b>	123,647	17,141	11,304	152,092
<b>SERVICES PURCHASED</b>				
Professional/technical services	18,427	-	-	18,427
Travel	1,135	-	-	1,135
Student transportation (busing)	-	-	8,102	8,102
Other contracted services	-	-	172,398	172,398
	19,562		180,500	200,062
<b>MATERIAL</b>				
Materials	33,756	9,067	63,755	106,578
<b>TOTAL</b>	797,197	100,825	314,523	1,212,545





# 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, 2021

	Contribution from the Department \$	Commitment from the Authority \$	Expenses \$	Over (under) funding \$
Teacher assistants (Staff)	35,000	35,000	88,242	(18,242)
French immersion pedagogy specialist	70,000	55,000	110,820	14,180
Intensive & PIF French coach (staff)	105,000	442,000	701,812	(154,812)
Intensive PIF (elective courses at SJF)	3,000	1,000	-	4,000
Special Projects				
French camps	27,000	3,000	33,446	(3,446)
Assessment, intensive & PIF	30,000	5,000	40,482	(5,482)
French resources	35,000	5,000	50,821	(10,821)
Cultural activities	7,000	2,000	8,669	331
Professional development	30,000	6,000	22,062	13,938
Consultant	80,000	140,000	181,710	38,290
Teacher retention and recruitment	82,760	25,364	56,028	52,096
<b>Total</b>	<b>504,760</b>	<b>719,364</b>	<b>1,294,092</b>	<b>(69,968)</b>



**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,**

**2021**

**\$**

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**Revenues**

Government of the Northwest Territories

**123,000**

Carry Forward from 2019-2020

**8,678**

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**Total revenues**

**131,678**

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**Expenses**

**Salaries/Wages**

Substitute teacher wages

**8,232**

**Other Expenses**

Materials and supplies

**46,435**

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**Total expenses**

**54,667**

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**Surplus**

**77,011**

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# Yellowknife District No. 1 Education Authority

(the "Authority")

## Report on Activities of Specific Programs

Statement 10

Jordan's Principle

	June 30, 2021 Budget	June 30, 2021 Actual	June 30, 2020 Actual	July 1, 2020 - March 31, 2021 Actual	April 1, 2021 - June 30, 2021 Actual
<b>Revenue</b>					
Government of Canada					
- First Nations and Inuit Health Branch	2,866,944	2,866,943	1,923,961	2,088,871	778,072
Carry Forward from Previous Year	614,452	614,452	413,974	614,452	-
<b>Total Revenue</b>	<b>3,481,396</b>	<b>3,481,395</b>	<b>2,337,935</b>	<b>2,703,323</b>	<b>778,072</b>
<b>Expenses</b>					
Administration	321,279	249,884		143,549	106,335
Personnel	2,986,492	2,396,890	1,653,614	1,364,199	1,032,692
Transportation		-			
Materials and Supplies	131,204	72,548	61,030	46,288	26,260
Rent and Utilities		-			
Evaluation	42,420	29,400	8,840	25,000	4,400
Other		-			
<b>Total Expenses</b>	<b>3,481,396</b>	<b>2,748,722</b>	<b>1,723,484</b>	<b>1,579,035</b>	<b>1,169,687</b>
<b>Net Surplus/(Deficit)</b>	<b>-</b>	<b>732,672</b>	<b>614,452</b>	<b>-</b>	<b>732,672</b>
<b>Deferred Revenue</b>	<b>-</b>	<b>732,672</b>	<b>614,452</b>	<b>-</b>	<b>732,672</b>



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Report on Activities of Specific Programs**

**Statement 11**

Statement of Utilities Expenses  
For the Year Ended June 30, 2021

School Year	2020-2021	2019-2020	2018-2019	Total Expense	Avg Expense
	Expense	Expense	Expense		
Fuel Oil	\$ 388,209	\$ 579,220	\$ 635,999	\$ 1,603,427	\$ 534,476
Electricity	\$ 893,595	\$ 956,408	\$ 1,019,158	\$ 2,869,161	\$ 956,387
Pellets	\$ 178,727	\$ 163,310	\$ 192,471	\$ 534,508	\$ 178,169
Water	\$ 161,059	\$ 165,838	\$ 160,656	\$ 487,552	\$ 162,517
Garbage	\$ 45,163	\$ 54,542	\$ 47,606	\$ 147,311	\$ 49,104
Other (Specify)	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Expense</b>	<b>\$ 1,666,752</b>	<b>\$ 1,919,318</b>	<b>\$ 2,055,889</b>	<b>\$ 5,641,959</b>	<b>\$ 1,880,653</b>



**June 30, 2021**

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## **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 ("PSAS") as recommended by the Public Sector Accounting Board ("PSAB") of the Chartered Professional Accountants of Canada.

The financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.



**June 30, 2021**

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**2. Significant Accounting Policies (Continued)**

**b) Reporting Entity**

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Authority and which are controlled by the Authority.

School generated funds, which include the assets, liabilities, revenues, and expenses of various schools and which are controlled by the Authority are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

**c) Cash and Cash Equivalents**

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.



**June 30, 2021**

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## **2. Significant Accounting Policies (Continued)**

### **d) Financial Instruments**

Financial assets originated or acquired or financial liabilities issued or assumed in an arms's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets measured at amortized cost include cash, portfolio investments, accounts receivable, due from Government of Canada, and deposit in trust.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, and vacation payable.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

### **e) Non-financial Assets**

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the normal course of operations. The change in non-financial assets during the year, together with the operating surplus (deficit), provides the change in net financial assets for the year.



**June 30, 2021**

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**2. Significant Accounting Policies (Continued)**

**f) Tangible Capital Assets**

Tangible capital assets with a cost lower than a threshold value of \$50,000 will be expensed in the year of acquisition or amortized at a rate of 100%. Assets with an acquisition value more than \$50,000 are capitalized and amortized using the straight-line method.

Asset Category	Amortization Period:
Land and improvements	Indefinite
School and Other Buildings	40 years
Equipment and furnishings	4 - 10 years

All capital facilities planning and construction undertaken by the Authority, excluding the Administration Building 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, 2021**

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## **2. Significant Accounting Policies (Continued)**

### **g) Revenue Recognition**

#### **Government Transfers:**

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the 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, 2021**

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## **2. Significant Accounting Policies (Continued)**

### **Local Tax Revenue:**

The *Education Act of the Northwest Territories*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenues, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. This requisitioned amount is one portion of the property tax paid annually by property owners. The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the Authority and is responsible for the collection of taxes.

### **Other Contributions:**

The Authority follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenues when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenues in the year in which the related expenses are incurred.

Revenue from rentals is earned as the facilities are used. Other revenues are recorded as the service is provided and receipt is reasonably assured.

### **Deferred Revenue:**

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenues when the eligible expenses are incurred.

### **Investment Income:**

Investment income is recognized when received or receivable, if the amount can be reasonable estimated.



**June 30, 2021**

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## **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 included in the audited consolidated financial statements.

A summary of school generated funds administered by the Authority is disclosed in Note 38.

### **h) Budget Data**

The *Education Act* of the Northwest Territories requires that Boards of Education prepare an annual budget, as outlined in Section 128 and 129.

The final priorities and funding allocations are determined by the Board of Trustees at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget.

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2)k, l and m of the *Education Act*.

This annual budget includes estimates of revenues and expenses for the Operating fund surplus (deficit) along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Board.

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the the original Minister approved budget for the school year. Schools carry forward surplus or deficit amounts from their school budgets.



**June 30, 2021**

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## **2. Significant Accounting Policies (Continued)**

### **i) Measurement Uncertainty**

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the amounts of revenues and expenses during the period. Actual results could differ from these estimates.

### **j) Inventories Including Materials and Supplies**

Supplies inventory held for consumption or use are recorded at the lower of historical cost and replacement cost.

### **k) Payroll Liabilities**

Payroll costs for teachers are accrued for July and August.

### **l) Post-employment benefits, compensated absences and termination benefits**

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include, sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

### **m) Expenses**

Expenses are recorded on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.



**June 30, 2021**

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## **2. Significant Accounting Policies (Continued)**

### **n) Foreign Currency Translation**

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of the consolidated financial statements. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the consolidated financial statements.

### **o) Fund Accounting**

The Authority uses fund accounting to separate transactions between its Operating fund surplus, Investment in tangible capital assets, decentralized surplus, capital fund reserve, the LED reserve, 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 expenses in the Operating fund surplus and then transferred to the Investment in tangible capital asset fund. The Operating fund also accounts for expenses and contributions to or from other funds (transfers) which provide for day-to-day operations. In summary, the Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized surplus.

#### **Investment in Tangible Capital Assets**

Investment in tangible capital assets is used to account for financial transactions related to the acquisition of tangible capital assets in excess of \$50,000.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to Investment in tangible capital assets. This results in a corresponding increase in the equity in tangible capital assets.



**June 30, 2021**

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## **2. Significant Accounting Policies (Continued)**

### **Capital Fund Reserve**

The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the district assets.

### **LED Reserve**

The LED Lights Reserve represents the unspent portion of the ECE's utility funding since the 2014/2015 school year as a result of lower fuel costs. The reserve funds will be used for the Authority to convert current lights to LED lights which are expected to result in a decrease of at least 30% in electricity costs.

### **Decentralized Surplus**

The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school.

### **Pellet Boiler Reserve**

The Pellet Boiler Reserve is the 25% (\$375,000 original, balance of \$364,375 remaining) of the estimated cost of the installation of pellet boilers for Mildred Hall School and Range Lake North School.

### **p) Inter-entity transactions**

Inter-entity transactions are transactions between commonly controlled entities and GNWT departments.

Inter-entity transactions are recorded at the exchange amount when they are undertaken on similar terms and conditions to those adopted if the entities were dealing at arm's length.



**June 30, 2021**

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**2. Significant Accounting Policies (Continued)**

**q) Related parties**

The Authority initially measures related party balances in accordance with the substance of the transactions that gave rise to them. The Authority subsequently measures related party balances in accordance with the Authority's policies for financial instruments, as set out in note (d). The Authority is related in terms of common control to all Government of the Northwest Territories departments, board and agencies.

The Authority enters into transactions with these entities in the normal course of business and are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

**3. Future Accounting Changes and Adoption of New Accounting Standards**

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 revenues. Specifically, it differentiates between revenues arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the consolidated financial statements is currently being assessed.

Effective July 1, 2022, Education bodies will concurrently be required to adopt PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, PS 3041 Portfolio Investments in the same fiscal period. There are no significant impacts on the consolidated financial statements as a result of these standards.

**4. Cash**

	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Cash	<b>10,790,437</b>	8,639,094

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.



**June 30, 2021**

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**6. Restricted Assets**

The Authority does not have restricted assets.

**7. Portfolio Investments**

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	<b>2021</b>	2020
	\$	\$
CIBC Wood Gundy Investment 1		
Balance at June 30	-	2,126,244
Dollar Value of Interest earned	-	126,244
Cost of Investment	-	2,000,000
Market Value	-	2,126,244
Balance at March 31	-	2,111,394
Date Purchased: 26 April 2018		
Term of Investment: 3 Years		
Maturity Date: 27 April 2021		
Annual Interest Rate: 2.85%		

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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:

	<b>2021</b>	2020
	\$	\$
CIBC Wood Gundy		
Investment 1	-	2,126,244

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**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

**June 30, 2021**

**8. Accounts Receivable**

	2021	2020
	\$	\$
Accrued interest receivable	6,842	68,607
Due from other related parties (Note 23)	515,641	-
Due from Government of the Northwest Territories (Note 23)	2,948	4,229
Other	3,822	4,532
<b>Total</b>	<b>529,253</b>	<b>77,368</b>

Allowance for doubtful accounts at June 30, 2021 is \$nil (2020 - \$nil).

**9. Inventories**

There is no inventory recorded as at June 30, 2021.

**10. Accounts Payable and Accrued Liabilities**

	2021	2020
	\$	\$
Accrued interest	46	45
Damage deposits	27,470	27,455
School Generated Trust Accounts - carry over balances (Note 37)	737,811	731,104
Trade payable	305,786	568,806
	<b>1,071,113</b>	<b>1,327,410</b>

	2021	2020
	\$	\$
<b>Payroll Liabilities</b>		
To employees (July & August wages & deferred NEBS pension)	4,693,950	4,574,092
Vacation payable (annual leave)	247,169	284,711
	<b>4,941,119</b>	<b>4,858,803</b>



**June 30, 2021**

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**11. Deferred Revenue**

Deferred revenue consists of contributions or revenues received from contributors for expenses not yet incurred.

	<b>2021</b>	2020
	\$	\$
Nordic Arms Prepaid Rent	<b>6,390</b>	3,470
Jordan's Principal - Federal	<b>732,672</b>	614,452
GNWT ECE - Curriculum	<b>1,529,359</b>	93,522
	<b>2,268,421</b>	711,444

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**12. Contribution Repayable**

The Authority does not have any contribution repayable.



**June 30, 2021**

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**13. Due from Government of Canada**

Receivables	2021 \$	2020 \$
GST Receivable	130,680	92,812
Government of Canada (Jordan's Principle)	-	500,346
	<b>130,680</b>	<b>593,158</b>

**14. Capital Lease Obligations**

The Authority does not have any capital lease obligations.

**15. Pension**

The Authority makes contributions to the Northern Employee Benefits (NEBS) Pension Plan ("the Plan"), which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$4,867,505. 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 \$183,838 for January 2021, and \$175,156 for January 2020. The maximum monthly contributions is \$3,246 for January 2021, and \$3,092 for January 2020.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 3,534 Employee Members and 117 Employer Members (total active, disabled and on leave: 2,035).

As of January 1, 2021, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$45,100,000 - funded ratio 118% (2020 - \$31,200,000 and 113%) on a going concern valuation basis. The Plan had a solvency ratio deficiency of \$164,720,000 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, 2021**

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## **16. Long-Term Debt**

The Authority does not have long-term debt.

## **17. Post-employment Benefits and Compensated Absences**

In addition to the pension benefits, the Authority provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the Authority's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits for all staff are accrued as 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, 2021. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2021 and the results extrapolated to June 30, 2021. 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, 2021**

**17. Other Employee Future Benefits and Compensated Absences (Continued)**

<b>Changes in Obligation</b>	<b>Severance and Removal \$</b>	<b>Compensated Absences \$</b>	<b>2021 \$</b>	<b>2020 \$</b>
Accrued benefit obligation				
beginning of year	829,777	418,491	1,248,268	1,697,549
Current period benefit cost	82,192	36,452	118,644	111,538
Interest accrued	23,049	11,573	34,622	54,996
Benefits payments	(105,015)	(170,469)	(275,484)	(264,434)
Actuarial (gain)/loss	(47,933)	100,405	52,472	(351,381)
Plan amendments	441,757	-	441,757	-
<b>Accrued benefit obligation     end of year</b>	<b>1,223,827</b>	<b>396,452</b>	<b>1,620,279</b>	<b>1,248,268</b>
Unamortized net				
actuarial loss/(gain)	545,041	(287,241)	257,800	363,659
<b>Total employee future benefits and compensated absences</b>	<b>1,768,868</b>	<b>109,211</b>	<b>1,878,079</b>	<b>1,611,927</b>
Benefits expense				
Current period benefit cost	82,192	36,452	118,644	111,538
Interest accrued	23,049	11,577	34,626	54,996
Amortization of net actuarial (gain)/loss	(87,467)	34,080	(53,387)	(11,051)
<b>Total benefits expense</b>	<b>17,774</b>	<b>82,109</b>	<b>99,883</b>	<b>155,483</b>



**June 30, 2021**

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**17. Other Employee Future Benefits and Compensated Absences (Continued)**

The discount rate used in the 2021 fiscal year to determine the accrued benefit obligation was an average of 3.3% (2020 - 2.7%). The expected payments during the next five fiscal years are:

	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
2022	274,443	51,968	<b>326,411</b>
2023	177,406	56,994	<b>234,400</b>
2024	101,899	51,878	<b>153,777</b>
2025	90,701	48,078	<b>138,779</b>
2026-2030	310,343	161,499	<b>471,842</b>
<b>Total</b>	<b>954,792</b>	<b>370,417</b>	<b>1,325,209</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

June 30, 2021

### 18. Tangible Capital Assets

								2021	2020
	Cost	Additions	Transfers	Disposals	Amortization	Accumulated Amortization beginning of year	Accumulated Amortization	Net Book Value	Net Book Value
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Land and improvements</b>	1,299,476	-	-	-	-	-	-	<b>1,299,476</b>	1,299,476
<b>School buildings</b>									
Ecole Sir John Franklin	2,253,436	-	-	-	(56,247)	(1,248,282)	(1,304,529)	<b>948,907</b>	1,005,153
William McDonald	7,078,328	-	-	-	(176,958)	(6,724,412)	(6,901,370)	<b>176,958</b>	353,917
Mildred Hall	11,089,005	-	21,250	-	(280,532)	(6,857,688)	(7,138,220)	<b>3,972,035</b>	4,231,317
Range Lake North	8,215,859	-	21,250	-	(205,396)	(5,545,705)	(5,751,101)	<b>2,486,008</b>	2,670,155
N. J. Macpherson	5,329,162	-	-	-	(136,459)	(4,362,208)	(4,498,667)	<b>830,495</b>	966,953
Ecole J. H. Sissons	2,436,769	-	-	(2,436,769)	-	(2,436,769)	-	-	-
	36,402,559	-	42,500	(2,436,769)	(855,592)	(27,175,064)	(25,593,887)	<b>8,414,403</b>	9,227,495
<b>Other buildings</b>									
Administration office	1,070,827	-	-	-	(26,771)	(722,808)	(749,579)	<b>321,248</b>	348,019
Nordic Arms residence	595,205	-	-	-	-	(595,205)	(595,205)	-	-
<b>Total land and buildings</b>	39,368,067	-	42,500	(2,436,769)	(882,363)	(28,493,077)	(26,938,671)	<b>10,035,127</b>	10,874,990
<b>Equipment and furnishings</b>									
Schools	4,685,576	-	-	-	(49,932)	(4,488,596)	(4,538,528)	<b>147,048</b>	196,980
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)	(245,670)	(258,104)	<b>61,309</b>	73,743
	5,541,138	-	-	-	(62,366)	(5,270,415)	(5,332,781)	<b>208,357</b>	270,723
<b>Work in progress</b>									
Pellet boilers	-	42,500	(42,500)	-	-	-	-	-	-
	44,909,205	42,500	-	(2,436,769)	(944,729)	(33,763,492)	(32,271,452)	<b>10,243,484</b>	11,145,713



**Yellowknife District No. 1 Education Authority**

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**Notes to Consolidated Financial Statements**

**June 30, 2021**

**19. Prepaid Expenses**

	<b>2021</b>	2020
	\$	\$
Insurance	<b>665,403</b>	270,957
Materials and Supplies	<b>5,308</b>	80,421
Leases	-	326
	<b>670,711</b>	351,704

**20. GNWT Assets Provided at no Cost**

The following assets were provided to the Authority by the GNWT at no cost.

	Cost	Accumulated Amortization	<b>2021 Net Book Value</b>	2020 Net Book Value
	\$	\$	\$	\$
Ecole Sir John Franklin	25,965,232	25,965,232	-	-
Ecole Sir John Franklin Portable Classrooms	419,724	348,917	<b>70,807</b>	81,297
Ecole Sir John Franklin NACC	2,214,552	1,783,120	<b>431,432</b>	493,065
Ecole Sir John Franklin Sewer Line	108,852	19,231	<b>89,621</b>	93,976
N.J. Macpherson Portable Classrooms	1,413,831	485,816	<b>928,015</b>	963,368
Ecole Sir John Franklin Wheelchair Lift	100,708	14,267	<b>86,441</b>	-
Ecole Sir John Franklin Boiler Replacement	51,145	1,137	<b>50,008</b>	-
Ecole J. H. Sissons Portable Classrooms	2,242,917	62,303	<b>2,180,614</b>	-
	32,516,961	28,680,023	<b>3,836,938</b>	1,631,706
<b>Deferred capital contributions</b>				
Ecole Sir John Franklin	(1,442,500)	(1,442,500)	-	-
	31,074,461	27,237,523	<b>3,836,938</b>	1,631,706

Rent expense of \$177,419 (2020 - \$99,712) was offset by a grant in-kind.





**June 30, 2021**

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## 21. Contractual Obligations

The Authority has a contract with First Student for student transportation. The Authority is invoiced monthly and the amounts vary depending on a number of factors including: the number of students, routes, and bus passes sold. The contract is renewed until June 2026.

The Authority leases space 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 assistants which expires on August 31, 2021. The Authority is planning to meet with the NWTTA to bargain a new Collective Agreement in January 2022

The Authority has a collective bargaining agreement with the United Steelworkers for support staff which expires on June 30, 2022.

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	2022 \$	2023 \$	2024 \$	2025 \$	2026 & Beyond \$	Total \$
<b>Equipment Leases:</b>							
Ricoh Route 51	1 July 2021	2,024	-	-	-	-	4,048
<b>Operational Contracts:</b>							
First Student Bussing	30 Jun 2026	500,000	500,000	500,000	500,000	500,000	3,000,000
<b>Commercial &amp; Residential Leases:</b>							
Route 51	30 Jun 2022	37,800	-	-	-	-	75,600
<b>Total</b>		<b>539,824</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>	<b>3,079,648</b>

## 22. Contingencies

The Authority does not have any contingencies.



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

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June 30, 2021

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### 23. Related Parties

During the year, the Authority entered into transactions with the following related parties:

Yellowknife Public Denominational Education Authority, common control

Ndilo District Education Authority, common control

Dettah District Education Authority, common control

South Slave Divisional Education Council, common control

Deh Cho Divisional Education Council, common control

Government of the Northwest Territories:

Department of Finance, 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

Legislative Assembly of the Northwest Territories

	2021	2020
	\$	\$
<b>Due from Related Parties (Accounts Receivable):</b>		
<b>Other Education Bodies:</b>		
Yellowknife Public Denominational Education Authority	600	-
Ndilo District Education Authority	510,214	-
Dettah District Education Authority	4,827	-
<b>Subtotal - other related parties</b>	<b>515,641</b>	<b>-</b>
<b>Government of the Northwest Territories:</b>		
Department of Education, Culture and Employment	2,948	4,229
<b>Subtotal - Government of the Northwest Territories</b>	<b>2,948</b>	<b>4,229</b>
<b>Total Due from Related Parties</b>	<b>518,589</b>	<b>4,229</b>

These balances due from related parties are unsecured, non-interest bearing with no specific terms of repayment.



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

**June 30, 2021**

**23. Related Parties (Continued)**

	2021 \$	2020 \$
<b>Revenues from Related Parties:</b>		
<b>Government of the Northwest Territories:</b>		
Department of Education Culture & Employment - Regular contributions	<b>30,271,058</b>	29,219,831
Department of Education Culture & Employment - Other contributions	<b>1,263,232</b>	122,000
Legislative Assembly of Northwest Territories	-	1,000
Department of Education Culture & Employment - French languages	<b>576,475</b>	484,850
Department of Finance - Interest	<b>39,499</b>	149,755
Department of Health & Social Services - GNWT other contributions	<b>25,228</b>	8,505
Department of Municipal and Community Affairs - GNWT other contributions	<b>80,500</b>	91,800
Department of Environment and Natural Resources - GNWT other contributions	<b>23,053</b>	8,000
<b>Other Education Bodies:</b>		
Ndilo District Education Authority	<b>30,000</b>	30,000
Dettah District Education Authority - Other education bodies	<b>182,533</b>	130,020
South Slave DEC - Other education bodies	<b>15,100</b>	30,000
<b>Total Revenues from Related Parties</b>	<b>32,506,678</b>	30,275,761



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

**June 30, 2021**

**23. Related Parties (Continued)**

	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<b>Expenses Paid to Related Parties:</b>		
<b>Government of the Northwest Territories:</b>		
Department of Infrastructure - Maintenance and repairs	<b>4,752</b>	5,336
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 Education, Culture & Employment - Professional and technical	<b>4,108</b>	4,625
<b>Stanton Territorial Health Authority - Maintenance and repairs</b>	-	553
<b>Other Education Bodies:</b>		
Deh Cho Divisional Education Council - Materials & supplies	<b>600</b>	600
<b>Total Expenses paid to Related Parties</b>	<b>9,460</b>	<b>14,240</b>

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, 2021

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## 24. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Authority.

The budget figures presented are those approved by the Trustees of the Authority on June 8, 2020 and submitted to the Minister of Education, Culture and Employment and have not been audited. The Budget for fiscal year 2020/2021 was submitted to the minister on June 30, 2020. The budget deficit is \$1,215,001.

## 25. Economic Dependence

The Authority is economically dependent on the Government of the Northwest Territories to provide funding for continued operations. If the funding arrangements were to change, management is of the opinion that the Authority's operations would be significantly affected.



**June 30, 2021**

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## **26. Financial Instruments**

Financial instruments consist of recorded amounts of cash, portfolio investments, due from GNWT, due from Government of Canada, other accounts receivable and deposit in trust which will result in future cash receipts, as well as accounts payable and accrued liabilities, and wages and employee deductions payable which will result in future cash outlays.

The Authority is exposed to the following risks in respect of certain of the financial instruments held:

### **a) Credit risk**

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Authority is exposed to credit risk from funding agencies and recipients of services. The Authority has a concentrated risk of credit from two other school districts whose funding also comes from the Department of Education, Culture, and Employment. At June 30, 2021, receivables from these two districts is \$515,041 (2020 - nil), which is 98% of total accounts receivable (2020 - nil). Both districts have been current in paying the monthly invoices for their payroll costs.

There is a concentration risk in cash. The daily balance in the operating bank account is invested with the GNWT Investment Pool. The Authority is funded by Government of Northwest Territories - Department of Education, Culture, and Employment and other stable organizations, which reduces its exposure to credit risk.

### **b) Interest rate risk**

Interest rate risk is the risk that the fair value of financial instruments will fluctuate because of changes in market interest rate. The Authority is exposed to interest rate risk on its fixed and floating interest rate on cash. The Authority complies with the GNWT financial administration policies and guidelines which reduces its exposure to interest rate risk.



**June 30, 2021**

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**26. 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. The Authority has disclosed future financial liabilities and commitments in Note 22.

**27. Expenses By Object**

	<b>2021</b> Budget	<b>2021</b> Actual	<b>2020</b> Actual
	\$	\$	\$
Amortization	915,000	<b>944,729</b>	944,729
Compensation	30,957,271	<b>33,664,427</b>	30,752,642
Other	7,170,413	<b>9,109,042</b>	8,831,451
	<b>39,042,684</b>	<b>43,718,198</b>	40,528,822

**28. Subsequent Event**

The Authority is approved for the Green House Gas (GHG) Grant program, which will contribute \$1,150,000 or 75% of the eligible expenditures. The remaining balance after first payment is \$1,093,125. The pellet boilers once installed will help to reduce green house gas emissions, which is a condition of the grant. They are expected to be installed September 2021.

**29. Comparative Figures**

The consolidated 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, 2021**

**30. ECE Contributions**

	Budget 2021 \$	Actual 2021 \$	Actual 2020 \$
Original contribution	29,516,184	<b>30,044,057</b>	29,131,353
Student Success Initiatives (SSI) project	123,000	<b>123,000</b>	123,000
NWTTA collective bargaining adjustment	-	<b>538,593</b>	-
Termination benefits	100,000	<b>97,019</b>	88,578
French language	457,000	<b>457,000</b>	422,000
Mentorship release time	45,000	<b>25,740</b>	31,382
CYCC adjustment	-	<b>(527,873)</b>	-
Birchbark teaching program	26,000	-	26,000
<b>Updated Contribution</b>	<b>30,267,184</b>	<b>30,757,536</b>	<b>29,822,313</b>
Indigenous language (from fiscal 2021)	-	<b>93,522</b>	(93,522)
COVID-19 ECE portion	-	<b>819,732</b>	-
COVID-19 technology	-	<b>57,500</b>	-
Accommodations WMS drop off	-	<b>250,000</b>	-
French cultural resources	-	<b>23,700</b>	3,600
French language coach	-	<b>38,800</b>	-
French video clips	-	<b>6,000</b>	-
French partnership funding SSDEC	-	-	35,000
French language communications	-	<b>15,100</b>	24,250
French intensive/post-intensive French	-	<b>4,000</b>	-
Health and wellness funding	-	-	36,040
Self regulation	-	<b>13,000</b>	-
<b>Total Contributions</b>	<b>30,267,184</b>	<b>32,078,890</b>	<b>29,827,681</b>





# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

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June 30, 2021

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### 31. GNWT Other Contributions

	Budget 2021	Actual 2021	Actual 2020
	\$	\$	\$
<b>Department of Municipal &amp; Community Affairs (MACA):</b>			
Active After School	-	<b>76,500</b>	91,800
<b>Department of Executive (Legislative Assembly):</b>	-	-	1,000
<b>Department of Health and Social Services (HSS):</b>			
Drop the Pop	-	<b>25,228</b>	8,505
<b>Department of Environment &amp; Natural Resources (ENR):</b>			
Take a Kid Trapping	-	<b>8,000</b>	-
Compost Program	-	-	8,000
Energy Efficient Audit	-	<b>19,053</b>	-
<b>Total</b>	-	<b>128,781</b>	109,305



**June 30, 2021**

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**32. Contingent Assets**

The Authority does not have contingent assets.

**33. Contractual Rights**

The Authority has entered into a number of contracts that will become assets and revenues in the future when the terms of the contracts are met:

The Authority is approved for the Greenhouse Gas (GHG) emissions reduction grant of \$1,125,000, which is 75% of the cost to install pellet boilers at Range Lake North School and Mildred Hall School. The GHG grant is jointly funded by the Government of Canada and the GNWT in support of the Pan-Canadian Framework on Clean Growth and Climate Change, and is an action identified in the 2018-2021 Energy Action Plan. The Authority has created a separate reserve of \$375,000, representing 25% of the cost of the Project. The Project started in fiscal year 2020/2021 and total costs paid as of June 30, 2021 is \$42,500. Estimated remaining costs to be paid in fiscal year 2021/2022 is \$1,457,500. The Department of Infrastructure is managing the Pellet Boiler Project as per the Memorandum of Understanding with the Authority. One of the requirements is for the Authority to send to the Department of Infrastructure the full estimated cost of the project of \$1,457,500 as a "deposit in trust".

The Authority is approved for the Jordan's Principle funding up to March 31, 2023. Jordan's Principle funding is for First Nations children in Canada to receive the services and supports they need. Funding can help with a wide range of health, social, and educational needs. The majority of the funding is used to hire educational assistants to support First Nations children.

<b>Contracting Parties</b>	<b>Description of Contract</b>	<b>Expiry Date</b>	<b>2022 \$</b>	<b>2023 \$</b>	<b>Total \$</b>
Government of Canada	GHG Grant Pellet Boilers for RLN and MHS	March 2022	1,093,125	-	<b>1,093,125</b>
Government of Canada	Jordan's Principle	March 2023	4,483,985	26,055	<b>4,510,040</b>
<b>Total</b>			<b>5,577,110</b>	<b>26,055</b>	<b>5,603,165</b>



**June 30, 2021**

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### **34. 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 are working towards replacing the underground fuel tanks. The removal of the fuel tanks is scheduled for summer 2021.

#### **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 had 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. 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 (2020 - \$935,901). Management will continue to monitor these buildings under the Hazardous Materials management plan.



**June 30, 2021**

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**35. Environmental Liabilities (Continued)**

<b>Location:</b>	5415 Franklin Avenue, Nordic Arms
<b>Type of Site:</b>	Apartment Complex
<b>Description and Studies Completed:</b>	Hazardous Building Materials Assessment
<b>Type of Contamination:</b>	Asbestos, lead, mercury
<b>Site Stage:</b>	Monitoring
<b>Status and Next Steps:</b>	Abatement
<b>Operating Site:</b>	Yes
<b>Part Non-Operating</b>	No
<b>Total Liability at June 30, 2021</b>	<b>\$756,250</b>

<b>Location:</b>	50 Taylor Road, William McDonald School
<b>Type of Site:</b>	School
<b>Description and Studies Completed:</b>	Hazardous Building Materials Assessment
<b>Type of Contamination:</b>	Asbestos, lead, mercury
<b>Site Stage:</b>	Monitoring
<b>Status and Next Steps:</b>	Monitoring
<b>Operating Site:</b>	Yes
<b>Part Non-Operating</b>	No
<b>Total Liability at June 30, 2021</b>	<b>\$108,856</b>

<b>Location:</b>	5408-50th Avenue, Mildred Hall School
<b>Type of Site:</b>	School
<b>Description and Studies Completed:</b>	Hazardous Building Materials Assessment
<b>Type of Contamination:</b>	Asbestos, lead, mercury
<b>Site Stage:</b>	Monitoring, Abatement
<b>Status and Next Steps:</b>	Abatement
<b>Operating Site:</b>	Yes
<b>Part Non-Operating</b>	No
<b>Total Liability at June 30, 2021</b>	<b>\$70,795</b>



**June 30, 2021**

**35. Accumulated Surplus**

A consolidated statements of funds and surplus and reserves have been prepared as follows:

**Details of Funds**

<b>For the year ended June 30,</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<b>OPERATING FUND</b>		
Balance, beginning of year	385,842	444,854
Operating deficit (Statement 2)	(760,364)	(354,666)
Acquisition of tangible capital assets	(42,500)	(218,090)
Transfer from Investment in Tangible Capital Assets	944,729	944,729
Transfer from Decentralized Surplus	(28,304)	16,943
Transfer to Pellet Boiler Reserve	(14,375)	(350,000)
Transfer (to) from LED reserve Utilities/LED Lights	69,023	(97,928)
Balance, end of year	554,051	385,842
<b>INVESTMENT IN TANGIBLE CAPITAL ASSETS</b>		
Balance, beginning of year	11,145,713	11,872,352
Acquisition of tangible capital assets	42,500	218,090
Amortization	(944,729)	(944,729)
Balance, end of year	10,243,484	11,145,713



**June 30, 2021**

**36. Accumulated Surplus (Continued)**

**Details of Surplus and Reserves**

For the year ended June 30,	2021	2020
	\$	\$
<b>DECENTRALIZED SURPLUS</b>		
Balance, beginning of year	348,497	365,440
Transfer to Operating Fund	28,304	(16,943)
Balance, end of year	376,801	348,497
<b>PELLET BOILER RESERVE</b>		
Balance, beginning of year	350,000	350,000
Transfer to operating fund	14,375	
Balance, end of year	364,375	350,000
<b>CAPITAL FUND RESERVE</b>		
Balance, beginning of year	904,165	904,165
Balance, end of year	904,165	904,165
<b>LED RESERVE</b>		
Balance, beginning of year	353,579	255,651
Transfer (to) from Operating Fund for Utility Costs	(69,023)	97,928
Balance, end of year	284,556	353,579



**June 30, 2021**

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**36. Risk Management**

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) have had a material impact on the Authority's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Authority has received \$2.3 million additional funding from the Department of Education, Culture and Employment during the year, the purpose of which was to provide COVID-19 related cost offsets for the reopening of schools in the fiscal year. The unused portion will continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses.

**37. School Generated Funds (Trusts under Administration)**

School generated funds are funds that are raised and collected in the school or in the community in the name of the school by school councils, student groups or parent advisory council. The funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

The following balances represent the school generated funds that are held in trust by the Authority. They are recorded in the audited consolidated financial statements:

	<b>2021</b>	2020
	\$	\$
Balances, beginning of year	<b>731,104</b>	771,440
Fundraising revenues	<b>258,474</b>	583,621
Total funds available	<b>989,578</b>	1,355,061
Total related expenses	<b>(251,767)</b>	(623,957)
Balances, end of year	<b>737,811</b>	731,104

# Approvals

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## *Operating Plan*

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Education Body Chair

October 9, 2020

Date

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Superintendent

October 9, 2020

Date

## *Annual Report*

\_\_\_\_\_  
Education Body Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date