



**YELLOWKNIFE EDUCATION  
DISTRICT NO. 1**

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**ADMINISTRATION SCOLAIRE DE  
DISTRICT N° 1 DE YELLOWKNIFE**

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September 28, 2022

Honourable R.J. Simpson  
Minister, Education, Culture and Employment  
Government of the Northwest Territories  
Box 1320  
Yellowknife, NT X1A 2L9

Dear Minister Simpson:

**Re: Submission of Annual Report for the fiscal year ending June 30, 2022**

Enclosed is the Annual Report for Yellowknife District No. 1 Education Authority  
(Yellowknife Education District No. 1) for the year ending June 30, 2022.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Terry Brookes'.

Terry Brookes  
Chairperson  
Yellowknife Education District No. 1

- cc. John MacDonald, Deputy Minister (ECE)  
Sam Shannon, Assistant Deputy Minister, Corporate Services (ECE)  
Marissa Martin, Director, Finance and Capital Planning (ECE)  
Richard Borkowski, Manager Board & Corporate Services (ECE) Dr.  
Jameel Aziz, Superintendent / CEO (YKI)  
Tram Do, Director of Corporate Services (YKI)

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**Education Accountability Framework**

**Yellowknife Education**

**District No. 1**

**Operating Plan**

**For the 2021-22 School Year**

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# Operating Plan - Executive Summary

The Yellowknife Education District No. 1's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Education District No. 1's priorities for the upcoming school year.

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

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2021-2022 under three pillars that incorporate priorities agreed to by Education Leaders and the Department of ECE: **Student achievement in Literacy and Numeracy; Language and Culture, Student & Educator Wellness; Personalized and Inclusive Education; and Key Competencies.**

YK1 strategic priorities are also included in our planned goals and targets. They are as follows: **Learning:** Ensure inclusive, equitable and authentic learning experiences; **Indigenous Language & Education:** Honour and celebrate Indigenous Language and Culture for all learners; **Community:** Foster critical understanding of local, national and global issues; and **Wellness:** Cultivate a culture of holistic wellness.



The three pillars that align the aforementioned are:

1. **Learning**
2. **Indigenous Language and Culture**
3. **Wellness, Community, and Key Competencies**

The following chart highlights planned goals and foci for 2021-2022. All professional development will align with the identified pillars.

YK1 2021-2022 Educational Goals		
<b>Learning</b>	<b>Indigenous Language and Culture</b>	<b>Wellness, Community, and Key Competencies</b>
		
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy	Language & Culture	Student & Educator Wellness Key Competencies



Personalized and Inclusive Education		
 <b>YK1 Strategic Priorities</b>		
Learning	Indigenous Language & Education	Wellness Community
 <b>YK1 Goals and Targets</b>		
Responding to EDI results at district/school level	“Our Languages” implementation	Responding to MDI results at district and school levels
Implementation of YK1 Literacy Plan	ILE classes	ECE supported school-based programs <ul style="list-style-type: none"> <li>• Fourth R Program</li> <li>• Talking About Mental Illness (TAMI)</li> </ul>
Place-based, culturally responsive initiative, Engaging Learners in the Middle Years		Growth as a Learner
Science Mentors	Cross-curricular planning and integration of Dene <i>Kede</i> .	Forest and Nature School
Math/Science/Early Literacy foci EN/FR: <ul style="list-style-type: none"> <li>• JK/K Playful Inquiry</li> <li>• Science Mentors</li> <li>• Nurturing Northern Literacy Learners, grades, 1-3 and 3-5</li> <li>• Math Pedagogy (Working Group)</li> </ul>	Indigenizing environments	Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]
Assessment to Instruction	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching to diversity using flexible instructional practices	Key Cultural Experiences	Safe School Plans
Participation in ECE renewal of IEP process	School-based ILE Committees	
Following expected guidelines for PSTs	Sara Davidson, consultant, to support Indigenizing education	
Technologies to support diverse learners		
Supporting complex learners in the classroom setting		
Supporting Educational Assistants in their role		

## Annual Report - Executive Summary

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The Yellowknife Education District No. 1's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

This will have been the third year of substantial upset due to the Covid-19 pandemic. While not as impactful as the first two years, 2021-2022 has been fraught with ongoing effects due to Covid-19.

YK1 continued to prioritize learning, wellness, Indigenizing our practices and strengthening relationships. Being able to offer learning opportunities for staff, both virtually and in person was an unexpected benefit. This is not the preferred mode for many staff and students alike, however, it allowed ongoing professional development for many. As this year has closed out, we were excited about the changes to the limitations we have experienced these past few years that will allow students and staff to gather again. Our year ended on a positive note with many long awaited student celebrations taking place.

In spite of the emerging positives, we will face challenges with both mental health and student learning. Attendance has continued to be a challenge in some schools and this has led to students being less engaged and has resulted in less academic growth. We are seeing the effects in our assessments and are planning for ways we will continue to move our students forward academically as well as socially & emotionally.

As new students enrol, we are also experiencing significant challenges preparing for their needs. Students with exceptional needs require intensive intervention and supports that are difficult to secure. This is a territorial concern. We will continue to work with ECE and service providers to meet the needs of our students to the best of our ability.

Finally, a residual effect of the pandemic has been staff recruitment and retention. It is unusual to have as many retirements and resignations as we have had this year. Additionally, there has been an increase in requests for leaves without pay. Almost all requests are directly related to Covid-19 impacts on wellness and family. Of significant challenge has been staffing for French positions. Next year, we will continue to make use of the ECE Mentorship program as well as an internal, informal mentorship opportunities in hopes of retaining staff.

# 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 2207 (April 2021) students it serves.

Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

### **District Education Authority Trustees**

\*as elected in the fall of 2018 for a term of three years, to be followed by one year and four year terms. Confirmed 4 years to align with the city of Yellowknife elections.

Chairperson:	Tina Drew
Vice Chairperson:	Satish Garikaparthi
Trustees:	Terry Brookes Jay Butler Rajiv Rawat Al McDonald John Stephenson

### **Administration**

Superintendent of Education:	Cindi Vaselenak
Assistant Superintendent:	Shirley Zouboules
Director of Corporate Services:	Tram Do

During their time 'in office', Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees after an upcoming one-year term, will be elected every four years. There are no options to renew unless they are re-elected.

Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.

**B. Functional Organizational Chart**

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



### C. Governance Training

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

<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	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 2021	yes	
PD for all trustees	Conferences Webinars	Trustees	YK1 Dependent on Trustees needs / interests	yes	
Board evaluation process	Trustees, external consultant	Trustees	YK1 May / June 2022	yes	
Orientation	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 2021	yes	

### ***D. Education Body Meetings***

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

<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 14, 2021	District DEA Office Meetings *in person meetings dependent on approved re-opening plan	yes	
October 12, 2021	District DEA Office	yes	
November 9, 2021	District DEA Office	yes	
December 14, 2021	District DEA Office	yes	
January 11, 2022	District DEA Office	yes	
February 8, 2022	District DEA Office	yes	
March 8, 2022	District DEA Office	yes	
April 12, 2022	District DEA Office	yes	
May 10, 2022	District DEA Office	yes	
June 14, 2022	District DEA Office	yes	

## E. School Profiles

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

Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.

<b>Total Number of Schools in District</b>	<b>6</b>	<b>Total Anticipated Student Head Count</b>	<b>Estimated to be 2140</b>
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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	<p>École J.H. Sissons (EJHS) offers:</p> <ul style="list-style-type: none"> <li>• French Immersion programming</li> <li>• Special programming includes choir, musical theatre, afterschool athletics and a speed skating academy.</li> <li>• Afterschool activities include judo, soccer, improvisation, painting, chess and choir, however due to COVID-19, these programs may be reduced</li> <li>• Indigenous language and culture is integrated into classroom sessions</li> <li>• Indigenous Culture Camps throughout the year</li> <li>• <i>Cours d'enquêtes en plein air (CEPA)</i>; (Forest/nature school practice)</li> <li>• A four day French Language and Culture Camp, 'Camp de neige', at the Yellowknife Ski Club</li> </ul>
Mildred Hall School (MHS)	Yellowknife	JK-8	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> <li>• English programming</li> <li>• Core French and Wilhìdeh language courses</li> <li>• Birchbark Discovery Centre, a community-based alternative education program for children in Grades 1 to 6 based out of Mildred Hall School</li> <li>• Many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as fat biking, cross country skiing, snowshoeing, and rollerblading; alternative options such as jigging and traditional games</li> </ul>



			<ul style="list-style-type: none"> <li>• Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning</li> <li>• A breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program</li> <li>• Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour</li> </ul>
N.J. Macpherson School (NJM)	Yellowknife	JK-5	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> <li>• English programming</li> <li>• Core French, Grades 1-5</li> <li>• Special programs including Montessori, visual arts, music, drama, gymnastics and a strong recycling program</li> <li>• Several extracurricular sports, clubs and after-school programs *may be modified due to COVID-19</li> <li>• Indigenous language and culture is integrated into classroom sessions</li> <li>• Indigenous Culture Camps throughout the year</li> <li>• An active Parent Advisory Council</li> </ul>
Range Lake North School (RLN)	Yellowknife	JK-8	<p>Range Lake North (RLN) offers:</p> <ul style="list-style-type: none"> <li>• English programming</li> <li>• Intensive French in Grade 6, Post-Intensive French in Grades 7 and 8, and Core French in Grades 1 to 8, excluding Grade 5, where students participate in Pre-intensive French camps</li> <li>• Student Options Program for grades 6-8, where students are able to choose from a variety of 6-week long sessions including tech, sports, outdoor pursuits, music, martial arts, yoga etc.</li> <li>• Indigenous Language and Culture, integrated into classroom sessions</li> <li>• Indigenous Culture Camps throughout the year</li> <li>• Special programs in music, band, choir, and drama</li> <li>• Advanced technology and robotics programs in a Makerspace environment</li> <li>• Extracurricular sports program encompassing many activities such as snowboarding, hiking, skiing, and biking</li> <li>• Sustainable living projects: active chicken coop, outdoor gardens, aquaponics, and observatory beehive</li> </ul>

			<ul style="list-style-type: none"> <li>An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities</li> </ul>
École Sir John Franklin High School (ESJF)	Yellowknife	8-12	<p>École Sir John Franklin High School (ESJF) offers:</p> <ul style="list-style-type: none"> <li>Programming from Grades 8 to 12 in both English and French Immersion</li> <li>Core French and Post-Intensive French from Grades 8 to 12</li> <li>Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts</li> <li>Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics</li> <li>Indigenous culture programming and camps including Wíílídeh language instruction</li> <li>Successful Sports Academy with foci on volleyball, basketball, and high performance training: extra-curricular sports and clubs are also offered</li> <li>Support and resources for students struggling in school, socially, or at home.</li> <li>National and international travel opportunities for students include volunteering, scuba club, and cultural experience</li> <li>Night classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite</li> <li>Alternate programming (Route 51) available during the day (10am - 4pm) off site. These graduating required course are offered on modular based format</li> </ul>
École William McDonald School (EWMS)	Yellowknife	6-7	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> <li>Programming for Grades 6 and 7 in both English and French Immersion</li> <li>Other French options including Intensive French - Grade 6, Post-Intensive French - Grade 7, and Core French – Grades 6 and 7</li> <li>Exploratory programming which includes Industrial Arts, Home Economics and Outdoor Education</li> <li>Sports Academy Program which includes hockey, soccer, dance, fitness and cross training. Recently updated fitness room has allowed and expansion to its sports programming. <i>*This program will be suspended for the 2021-2022 school year but the offering will be revisited in 2022-2023</i></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 on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The YK1 student population reflects the demographics of the City of Yellowknife. 39% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing number of students enrolled in our schools are new to Canada. These students' needs are supported, through the Support Workers In Schools (SWIS) program primarily in two schools. In addition, there are a number of students who are English Language Learners (ELL), but do not receive services from the SWIS program.

In 2020-2021, 70% of YK1 students were on a regular program, while 25% were on SSPs of which 3.57% were on Modified Plans. There were a remaining 2% of students on IEPs. Numbers for 2021-2022 are not yet known but percentages are likely to be similar.

## G. Teacher Profiles

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

YK1 has teachers with a wide range of experience, from 0 to 32 years. Approximately, 29% of our teachers have less than 5 years teaching experience with YK1. The largest percentage, 49%, of our teaching staff have between 5 and 15 years of experience. The remaining 22% of teachers have greater than 15 years experience.

YK1 has limited challenges with teacher turnover in comparison to smaller NWT communities. Ongoing, areas where we experience the most challenges are in French Programming, Indigenous Language Instruction, and Administration. The high demand for French teachers across Canada makes it very difficult to attract and retain qualified French teachers due to the isolation and high cost of living. As well, it is very difficult to offer Indigenous Language programs due to extremely low numbers of qualified local Indigenous Language speakers. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the perceived high expectations and overwhelming demands of the job.

YK1 is currently focusing on self-isolation planning for new hires from out of the territory to for the 2021-2022 school year.

## 2. Territorial Schools

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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>YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities:</p> <ol style="list-style-type: none"> <li>1. <b>Learning</b></li> <li>2. <b>Indigenous Language and Culture</b></li> <li>3. <b>Wellness, Community, and Key Competencies</b></li> </ol>
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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%	
Education staff will participate in Professional Development focusing on the three identified pillars.	100% of staff will participate in PD focused on one or more of the three pillars	100%	
YK1 schools will utilize a mentorship approach in Science to support colleagues.	100% of YK1 schools will identify teacher leaders in Science (FR/EN)	100%	
YK1 schools will participate in district led PD focusing on numeracy and literacy.	100% of YK1 schools, Grades 1-8 schools	100%	

<p>YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement.</p> <p>“We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. “The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-dependent than was previously thought” (Donohoo 2017, Lieberman and Miller 2004)</p>	<p>100% of YK1 schools will provide PLC time within the school day</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The continued development of collaborative time with learning times and deeper understanding of pedagogy as a result of practitioner inquiry</p>		
<p>Areas for Development for the region</p>	<p>More choice in professional learning opportunities for our high school teams</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>This year we worked with department heads at the high school to determine needs and interests for PD</p>		

## B. School Improvement Planning

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

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

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>	School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary: <ol style="list-style-type: none"> <li>1. <b>Learning</b></li> <li>2. <b>Indigenous Language and Culture</b></li> <li>3. <b>Wellness, Community, and Key Competencies</b></li> </ol> In addition, site-based data will inform school plans, to ensure student and school community needs are considered.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	As we move to more competency based priorities, schools have worked collaboratively with their staff to develop meaningful improvement goals		
Areas for Development for the region	Further development of the improvement plans		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			



### C. Annual School Reviews

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

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

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

<p>Regional approach to the completion of <b>Annual School Reviews</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 schools develop yearly School Improvement Plans based on the previous year’s data. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School plans are shared with the District Administration and the Board of Trustees. At the end of the year, there will be another presentation to share and discuss the results, which inform the subsequent year’s plan. The format for school presentations to Trustees will depend on COVID-19 restrictions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	0	This year we welcomed in a new board of trustees. As this was a steep learning curve for many, the focus was on other areas.
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	Understanding and working toward our shared vision through our strategic priorities. Schools have taken ownership and are invested in the key areas.		
Areas for Development for the region	Regaining a cycle of review and planning after our new board of trustees is welcomed in, October 2022		

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

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

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

Regional approach to the completion of <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.
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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.	53	31	There has been substantial changes to staff this year. This has made completing evaluations difficult
Number of principals and assistant principals formally evaluated in the school year.	4	1	With the need to focus on completing staff evaluations taking priority, fewer administration evaluations were accomplished
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6	3	3 staff would have had a second evaluation this year. While a good goal, it was necessary to have the 3 completed that have been.
Number of Superintendents formally evaluated in the school year.	1	0	
Areas of Strength for the region	We have worked hard to identify all staff who are due for evaluation and prioritize them as much as possible.		
Areas for Development for the region	The tools with which we evaluate staff need to be updated.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The addition of JP funded staff has significantly impacted the timely completion of staff evaluations.
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***E. Regional Training and In-Service***

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

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

Regional <b>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>Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2021-2022.</p> <p>Consultants will provide PD in the following areas:  Learning / Indigenous Language and Culture</p> <ul style="list-style-type: none"> <li>• Math Working Group (EN/FR)</li> <li>• Science Mentors (EN/FR)</li> <li>• Nurturing Northern Literacy Learners</li> <li>• Place-based, culturally responsive initiative, Engaging Learners in the Middle Years</li> <li>• JK/K Collaborative Study Group</li> <li>• Neurolinguistic approach with outside consultant (FR/Wilhidèh)</li> </ul> <p>Two district days are planned to align the new YK1 strategic priorities and curriculum renewal.</p> <p>Two ILE district days are planned to meet the ILE directive</p> <p>School specific STIP times are planned to align with the identified pillars</p> <p>Most PD will be delivered virtually due to travel restrictions</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</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.	1	1	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	6	6	
Areas of Strength for the region	The Nurturing Northern Learners initiative was very successful and thus was extended to include Grade 7 & 8 teachers		
Areas for Development for the region	Middle years PD did not occur during 2021-2022 but will start March 2023		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	As the year progressed, additional training or professional development was conducted. JK/K/1 group engaged with a consultant to facilitate play-based, inquiry learning sessions.		

## F. Literacy Coordinators

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

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

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	2.0	2.5		3.0	Identified as valuable resources

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

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

Regional <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>	This upcoming school year, the Literacy Coordinators will focus on communicating and supporting implementation of the Literacy Plan within the schools. This will be done through professional development, in-servicing as well as providing of resources.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	yes	
Areas of Strength for the region	A literacy plan and numeracy plan were developed and combined as a Learning Plan for YK1. This is a document with multiple intended audiences and will support teaching staff and leadership teams at different levels, moving forward.		
Areas for Development for the region	Ensuring staff become familiar with and use the Learning Plan to support their practice.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			



## G. Healthy Food for Learning

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

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

Regional Targets	
Relevance of <b>the Healthy Foods for Learning program</b> to regional priorities, <b>including any specific information related to the COVID-19 pandemic.</b>	<p>YK1 schools access the Healthy Food for Learning Program for the provision of snacks and/or lunches using a philosophy of access for all. Schools employ an “open cupboard” approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on learning and wellness. Research shows that students perform better in all areas when their diet consists of nutritional food. (<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>).</p> <p>Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	n/a		
Areas of Strength for the region	YK1 schools have continued to support all students with healthy food programming, as well as during school closures.		
Areas for Development for the region	Looking for more creative and respectful ways to support students with food security in and out of school.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

<b>School Name</b>	<b>Type of food program(s) offered</b> <i>(Breakfast, Lunch, Snack, etc.)</i>	<b>Frequency of program</b> <i>(Monday - Friday)</i>	<b>Average number of children / youth served daily</b>	<b>Criteria to participate</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	Monday - Friday	Available, but not usually accessed	Everyone welcome	Yes	
	Lunch	Monday - Friday	15	Everyone welcome	Yes	
	Snack	Monday - Friday	20	Everyone welcome	Yes	
MHS	Breakfast	Monday - Friday	80	Everyone welcome	Yes	
	Lunch	Monday - Friday	110	Everyone welcome	Yes	
	Snack	Monday - Friday	200	Everyone welcome	Yes	
NJM	Breakfast	Monday - Friday	Available, but not usually accessed	Everyone welcome	Yes	
	Lunch	Monday - Friday	1	Everyone welcome	Yes	
	Snack	Monday - Friday	25	Everyone welcome	Yes	
RLN	Lunch	Monday - Friday	10-15	Everyone welcome	Yes	
	Snack	Monday - Friday	*Provided for all students	Everyone welcome	Yes	
ESJF	Breakfast	Monday - Friday	Available	Everyone welcome	Yes	
	Lunch	Monday - Friday	55	Everyone welcome	Yes	
	Snack	Monday - Friday	100 *includes youth who access breakfast program	Everyone welcome	Yes	
	Take-home packages	Monday - Friday	20	Everyone welcome	Yes	
EWMS	Lunch	Monday - Friday	15-20	Everyone welcome	Yes	
	Snacks	Monday - Friday	*Provided for all students	Everyone welcome	Yes	

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



## H. Student Success Initiative

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

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

<p><b>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</b></p>	<p>The YK1 SSI proposal will focus on the pillars, Learning; Indigenous Language and Culture; and Wellness, Community, and Key Competencies by:</p> <ul style="list-style-type: none"> <li>• Utilizing outside facilitators in English and French Immersion to focus on effective and inclusive practices in Math and Science using a residency model multiple times over the year.</li> <li>• Using our outside consultants to support the Early Literacy/ILE initiative, Nurturing Northern Literacy Learners. The focus will be on inclusive practices and includes ways to support teachers in bringing Indigenous content, perspectives, and pedagogies into their classrooms.</li> <li>• Supporting our early childhood educators to focus on pedagogy around Playful Inquiry. A district professional learning community will meet multiple times over the year.</li> </ul> <p>This SSI initiative will begin a new cycle of PD for YK1. We are taking a responsive approach to learning by including ongoing professional development that supports teachers in various stages of their practice. Schools will have the opportunity to co-plan and coordinate the PD with our outside professional facilitators. This will allow for teachers to delve into learning areas most pertinent to their development.</p> <p>YK1 values the impact that Professional Learning Communities can have on teacher practice and student learning. Teachers participate in collaborative inquiry professional development using the Spiral of Inquiry process. "The Spiral of Inquiry is about listening to learners and reflecting on our own practices as educators. It assists schools in taking an inquiry-oriented, evidence-based approach to learning and teaching." (Kaser and Halbert, 2017).</p> <p>"When teachers collaborate using the inquiry model and believe that together they and their colleagues can impact student achievement, they share a sense of collective teacher efficacy. Teams with high collective efficacy show greater effort and persistence, as well as</p>
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	<p>willingness to try new approaches, and attend more closely to students' needs." (Donohoo, 2017)</p> <p>References:  Kaser, L. &amp; Halbert, J. (2017). <u>The Spiral Playbook: Leading With Inquiring Mindset in School Systems and Schools</u>. C21 Canada  Donohoo, J. (2017). <u>Collective Efficacy: How Educators' Beliefs Impact Student Learning</u>. Corwin  <i>*Outside consultants and facilitators may continue to work with staff virtually due to COVID-19 safety considerations.</i></p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	90%	90%	As initiatives were added, the number of staff participating in PD may have increased, however, they may have declined participating in previously planned PD
% of support staff from across the region who participate in SSI PD activities.	100% PSTs	100%	
Areas of Strength	Additional sessions were made available to support assistants. PD opportunities presented themselves as the year progressed and we were able to respond to teacher needs/requests as they aligned with our goals and priorities.		
Areas for Development	There are programs we would like to more specifically provide targeted professional development for, in the future.		
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Engaging All Learners	2021-2022, 2022-2023, 2023-2024	No	Some modifications were made to be responsive to educator needs. This meant additions to PD or adjusting specific initiatives, such as Science Mentors. The adjustments were a result of responding to Covid, educator wellness, student needs and district priorities

## I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	Schools were appreciative of the standard platform and worked with the Lead to complete the plans in Clevr.		
Areas for Development for the region	Continue to hone the specificity of plans at each school. Educating new school administration on the planning and implementation of these documents.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## J. Healthy Relationship Programming

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

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

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

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

Regional approach to integration of evidence-based <b>healthy relationship programming, including any specific information related to the COVID-19 pandemic.</b>	YK1 continues to promote evidence-based healthy relationship programming including ECE endorsed programs. The District supports school-based decisions regarding research-based programs to support healthy relationships.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	60%	25%	Schools used programs that fit the needs of their students
% of schools with grade 4-6 students offering LEADS.	40%	50%	Schools are making use of programs that fit the needs of their students
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Were there any difficulties accessing training for the above programs?	The pandemic impacted delivery of PD from ECE.		
Are there any recommendations for making training for the above programs more accessible?	While there are programs available to support students and staff in the development of healthy relationships, time out of the classroom for training is always a challenge. Even more so now with school closures having been a recent reality. It may be time to review and assess how many programs are available and are used.		

Areas of Strength for the region	Schools also implemented TAMI for Grade 8 students
Areas for Development for the region	Revisit available and supported programs.
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <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>	The LEADS program was not used this year. The other programs have been used successfully.	It was determined that LEADS was not needed this year.
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) <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>  Peace of Mind <a href="https://teachpeaceofmind.org/the-peace-of-mind-program/">https://teachpeaceofmind.org/the-peace-of-mind-program/</a>	100% as planned           Not used this year           Used by SEL, PST for specific situations, students and goal met	Each year programs are utilized based on the needs of the students. As appropriate, the program is selected that suits the students' needs

		<p>The Fourth R - Health Physical Education (HPE) Program  <a href="https://youthrelationships.org/">https://youthrelationships.org/</a></p> <p>LEADS  <a href="https://witsprogram.ca/school/wits-leads-program/">https://witsprogram.ca/school/wits-leads-program/</a></p> <p>WITS <a href="https://witsprogram.ca/">https://witsprogram.ca/</a></p> <p>FOXY <a href="https://arcticfoxy.com/">https://arcticfoxy.com/</a>  SMASH <a href="https://arcticsmash.ca/">https://arcticsmash.ca/</a></p> <p>WeThinkers <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></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>Not used this year</p> <p>All 7/8 classes</p> <p>Not used this year</p> <p>Not used this year</p> <p>All 7/8 classes</p> <p>All JK/K</p> <p>All classes in their own way</p>	
	<p>NJM</p>	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)  <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a></p> <p>WITS <a href="https://witsprogram.ca/">https://witsprogram.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> <p>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></p> <p>The Introspection Curriculum  <a href="https://www.kelly-mahler.com/product/the-interoception-curriculum-a-step-by-step-guide-to-developing-mindful-self-regulation/#:~:text=Description&amp;text=The%20Interoception%20Cur">https://www.kelly-mahler.com/product/the-interoception-curriculum-a-step-by-step-guide-to-developing-mindful-self-regulation/#:~:text=Description&amp;text=The%20Interoception%20Cur</a></p>	<p>Yes, blitzes did happen, one each term and then goals were generated by classes</p> <p>Achieved</p> <p>Achieved – more have been ordered</p> <p>Achieved but will not continue next year</p> <p>Achieved – used for individual or small group</p>	<p>Mindful Schools Curriculum is also used in partnership with Peace of Mind</p>

		<a href="#">riculum%20provides%20a,promote%20comfort%20within%20the%20body</a>		
	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://arcticsmash.ca/">https://arcticsmash.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>	<p>All grades</p> <p>JK-Grade 3</p> <p>Grades 7 &amp; 8</p> <p>On individual or small group basis</p> <p>Not this year due to Covid</p> <p>Not this year</p>	<p>Students benefited from learning about and using the language, individually or as a small group</p> <p>This was scheduled after Christmas and had to be cancelled due to school restrictions/closure</p> <p>The programs used met the needs of students &amp; staff at the time</p>

	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>	<p>Not used</p> <p>Achieved</p> <p>Achieved</p>	<p>The PBIS philosophy is used situationally by staff.</p>
	EWMS	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)  <a href="https://pbisscpcanada.wordpress.com/">https://pbisscpcanada.wordpress.com/</a></p> <p>The Fourth R - Health Physical Education (HPE) Program  <a href="https://youthrelationships.org/">https://youthrelationships.org/</a></p>	<p>Achieved</p> <p>Training for Leads for PBIS will be needed for next school year.</p>	



## K. Second Language Education

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

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

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
EJHS	French	Immersion	JK-2	100%	1575 min/week	1575 min/week	
	French	Immersion	3-5	100%	1420 min/week	1420 min/week	
MHS	French	Core	1-8	35%	80-120 min/week	80-120 min/week	
	<i>Wı̄łı̄deh</i>	Core	1-8	65%	80-120 min/week	80-120 min/week	
NJM	French	Core	1-4	72%	80-120 min/week	80-120 min/week	
	French	Pre-Intensive French Camps	5	28%	2X30 hrs = 60 hrs/year	2X30 hrs = 60 hrs/year	
RLN	French	Intensive	6	5%	1200 min/week Sept – Jan; 400 min/week Feb - Jun	1200 min/week Sept – Jan; 400 min/week Feb - Jun	
	French	Post-Intensive	7,8	20%	400min/week	400min/week	
	French	Pre-Intensive French Camps	5	10%	2X30 hrs = 60 hrs/year	2X30 hrs = 60 hrs/year	
	French	Core	1-4, 6-8	65%	80-120 min/week	80-120 min/week	
ESJF	French	Immersion	8,9	25%	Up to 1120 min/week	Up to 1120 min/week	
	French	Immersion	10-12	12%	Up to 1120 min/week	Up to 1120 min/week	

	French	Post-Intensive	8	22%	400 min/week	400 min/week	
	French	Post-Intensive	9-12	8%	400 min/week	400 min/week	
	French	Core	8-12	12%	160-200 min/week	160-200 min/week	
	<i>Wiliideh</i>	Core	9-12	4%	160-200 min/week	160-200 min/week	
EWMS	French	Immersion	6,7	27%	Up to 1280 min/week	Up to 1280 min/week	
	French	Intensive	6	45%	1200min/week Sept - Jan; 400 min/week Feb - Jun	1200min/week Sept - Jan; 400 min/week Feb - Jun	
	French	Post-Intensive	7	30%	400 min/week	400 min/week	
	French	Core	6,7	33%	120 min/week	120 min/week	

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

### 3. Inclusive Schooling

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

#### A. Regional Inclusive Schooling Coordinators

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

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	n/a	n/a	

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

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

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

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

<b>School Name</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Details on Split PST roles</b>	<b>Actual (PY)</b>	<b>Explanation for Difference (if applicable)</b>
EJHS	2.69	2.00			2.00	
MHS	2.41	3.00	Based on school need		3.00	
NJM	3.22	3.00			3.00	
RLN	2.18	3.00	Based on school need		3.00	
ESJF	3.25	3.00			3.00	
EWMS	2.08	2.00			2.00	
<b>TOTAL</b>	<b>15.81</b>	<b>16.00</b>	Difference is based on rounding positions to 1.0 FTE		<b>16.00</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.

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	33.35	2.00		2.0	
MHS		7.00		7.0 JP 13	
NJM		6.00		6.0 JP 6	
RLN		6.50		7.5 JP 11	*Additional 1.0 added to support student needs
ESJF		9.50		9.5 JP 5	
EWMS		3.00		3.0	
<b>TOTAL</b>	33.35	34.00	Difference of .65 FTE funded by YK1 for 0.5 FTE and 1.0 FTE positions  <i>*JP SAs are not yet confirmed for 2021-22 – these numbers will be higher than 34</i>	*35.00  JP 35.00	

### ***D. Magnet Facilities***

The North Slave Correctional Complex – Young Offender Unit and McAteer House provide services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

<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	*Positions for teachers instead of 2 SAs	4.0	Positions for teachers instead of 2 SAs
Support Assistants	2.0	0.5	*Funds from SA to teachers	0	
<b>TOTAL</b>		4.5		4.0	

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

<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		\$26, 882.66	Actual spending for 2020-2021 based on needs, supplies, resources. Due to NSCF regulations, during COVID, staff were reassigned.

### ***E. Inclusive Schooling - Staff Development***

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

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

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$129,209	\$129,209		\$127,011.16	

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

<b>Type of Training &amp; Topic</b>	<b>Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)</b>	<b>Training Provider (RISC, ECE, Contractor, etc.)</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
Child Autism Services Edmonton (CASE)	PSTs EAs Admin Teachers	Contractor	To be determined	Yes	
Robyn Combres (Educational Psychologist); Positive Behaviour Support Inc.	PSTs EAs Admin Teachers	Contractor	To be determined	Yes	
Non-violent Crisis Intervention Training <i>*Recertification of trainers</i>	EAs PSTs	Contractor RISC	To be determined	Yes	
Dean Consulting	PSTs RISC Teachers	Contractor	To be determined	yes	
IEP Renewal	PSTs	ECE RISC	To be determined	yes	This is a work in progress and we will continue to work on

					revision and training.
Inclusive Play-based pedagogies – Kristi Mraz	PSTs, Teachers	Consultant	3 sessions	yes	
Marian Small – supporting flexible instructional strategies in numeracy	PSTs, Teachers	Consultant	3	Yes	
CTRI - Dealing with Difficult People	PSTS	Virtual PD	1 session	Yes	
LifeWorks: Workplace Mental Health Leadership	School and District leadership teams	Virtual PD	2 sessions + follow up modules	Yes	
Dr. Jody Carrington	EAs	Virtual PD Modules “How to Connect with Kids”	March 2022	yes	
	District Wide	Virtual Session - Wellness	August 2021		

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

<p>Regional approach to <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 2021-2022, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classroom communities. With the new YK1 strategic priorities, inclusive schooling is not a separate entity. Our priority will be to start with an inclusive lens that presumes competence of all learners.</p> <p>Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation, cultural competencies and the concept of “A Capable Person.”</p>
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	<p>Our outside consultant will work with PSTs and school/teacher teams to continue to reinforce and promote best practices through a strength-based approach.</p> <p>Professional development for the region is based on strategic priorities. All priorities align with inclusive practices and pedagogies. PSTs support teachers through district initiatives rooted in aspects such as play-based learning, literacy and numeracy to support staff and students to provide context and growth.</p> <p><i>Dates and format subject to COVID-19 restrictions.</i></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%	100%	
% of staff trained, in the past two years, in the SBST process?	100%	100%	
Areas of Strength for the region	<p>A variety of responsive opportunities for learning to support inclusive practices</p> <p>Developing internal capacity for safe schools – SIVA, CPI, Crisis Response</p>		
Areas for Development for the region	<p>PSTs will focus on one area of professional learning to support learning cycles with staff and promote inclusive practices that support students.</p>		
Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	<p>Continued virtual consultation with most providers</p>		

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

<b>Name of Contractor</b>	<b>Type of Service</b> <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	<b>Reason for using a contractor rather than a GNWT-provided service</b> <i>(GNWT service unavailable, etc.)</i>	<b>School(s) impacted by Service</b>	<b>Length of Contract</b>	<b>Total (\$)</b>
Robyn Coomers	As needed, consultation and training	GNWT service only available in areas of PT/OT/Audiology/TBST	All	1 school year	\$8540.00
Dean Educational & Psychological Consulting	Three scheduled one week blocks and consultation/assessment as needed	Psycho-educational assessments, parent debriefs, school consultations	All	1 school year	\$59,400
Capable Kids Chelsey Weleschuk	Occupational therapy, assessments, school consultations and EA PD	Additional services needed	3	3 weeks	\$8726.41
Children Autism Services of Edmonton	Consultation for schools and families, transition planning, SLP support for complex needs (AAC) and PD	Specialized services not available in the north	4	1 school year	\$12,044.97
Continuum North – Shayla Richards	Psycho-educational assessment	Alternative psychologist	1	Length of 1 assessment	\$2181.98
Wendy McDonald	SLP	Priority student with no other service option	1	Length of assessment and follow up therapy	\$2720.00

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

## ***F. Assistive Technology***

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

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

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>User Group Type (# of classrooms / individual student/ etc.)</b>	<b>Total Over / Under Allocation (\$)</b>
\$119,539	53,917.48	communication devices, laptops, scanning pans, FM systems, Board Maker Pro, hover cam, iPads	District Wide	

## G. Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
EJHS	\$114,351			Included technology to support virtual speech services and staff supervision support	\$ 66, 820	<p>*non-compliance request submitted on February 18<sup>th</sup>, 2022 to SSW to use healing and counselling funds to support virtual SLP service (Tiny Eye) due to withdrawal of school based service by GNWT</p> <p>For 2021-22, there was no internal school based counsellor hired by YK1 to support the school. Attempts to hire an Indigenous Support worker (at MHS) were not successful.</p> <p>Additional funds spent on Self Reg. (\$13,500) Safety equipment (\$35,000) and assessments (\$30,000).</p>
MHS		\$60,000	*Contract position to support students in proactive, whole classroom-based practices			
NJM				Two PD contracts for all school staff:		
RLN				Focus on educator wellness, Compassion fatigue – Mental Health First Aid Mental Health in the workplace for Leadership		
ESJF		\$30,000	Contract position to support students in proactive, whole classroom-based practices			
EWMS						
YK1 DO		\$24,351	School-specific initiatives, on request	Two staff placement; 1 teacher, 1 EA were allocated to support		

				students' wellness and mental health at one school after March Break (1 EA, 1 teacher)		
<b>TOTAL</b>	114,351	114,351			\$66,820	

## H. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Monthly Program Support Teacher meetings, where directive guidelines and strategies are shared and discussed with the RISC and PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively with families to ensure thoughtful and intentional supports align with students' SSP and IEP goals.</p> <p>The IEP renewal process professional development will ensure a strength-based approach to goal setting with students and families. YK1 recognizes the need that teacher and support staff professional development plays an integral part in IEP renewal success.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	85%	85%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	85%	85%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100% JK-8 75% 9-12	100% JK-8 75% 9-12	

<p>% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.</p>	<p>50%</p>	<p>50%</p>	
<p>Number of students in temporary residency situations or homebound for whom education programs are provided.</p>	<p>0</p>	<p>2</p>	<p>Covid and medical reasons</p>
<p>Number of times per month that the RISC meets with PSTs via video/phone conference?</p>	<p>Approximately 30 contacts per month with individual PSTs</p>	<p>Monthly and as needed</p>	
<p>Number of times per year that the RISC meet with the PSTs in person</p>	<p>Entire team meets monthly</p>	<p>Entire team meets monthly – virtually due to Covid</p>	
<p>Areas of Strength for the region</p>	<p>SBST Meetings implemented in every school  Leadership Meetings exist at every school  SSPs reviewed throughout the year  PLC Collaboration – PSTs &amp; Teachers  Class Reviews/Class Profiles completed multiple times per year (Grade 9 at high school level)  CBIEP implemented for each IEP – revisions and additional training will continue to 2022-23</p>		
<p>Areas for Development for the region</p>	<p>CBIEP Training for new staff (Admin/PST/Teacher/EA)  Data tracking and reporting tools from IEP in classroom settings  EA Professional Development (high turnover of EA staff)  Embedded (weekly/biweekly) collaborative time for teachers and EAs  JK/K Student Support Plan (SSPs/IEPs) planning</p>		
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Remote learning outcomes and supports were identified for some students that were not transferable back to the classroom</p>		

	Concerns regarding potential increase in number of support plans due to remote learning periods and student absenteeism as a result of COVID
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## I. Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <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 that support holistic educational experiences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.</p>	75%	75%	
<p>% of support assistants who receive support through adequate scheduled time with PST.</p>	75%	75%	
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	75%	75%	
<p>% of schools that have a fair process for equitable access to extra-curricular activities?</p>	100%	100%	
<p>Areas of Strength for the region</p>	<p>Increased use of assistive technology as accommodations and for assessment purposes</p> <p>Outdoor classroom spaces created and/or sustained</p> <p>Professional Learning Communities/Teams to focus on instruction, use of instructional strategies and assessment</p> <p>Use of external consultants to support students, staff and families</p>		

	<p>In house PD/Residencies (play based learning, literacy and numeracy to support inclusive practices) at the JK-8 level</p>
<p>Areas for Development for the region</p>	<p>Align plans to support inclusive schooling (<i>Inclusive Schooling Directive, ECE priorities, YK1 Priorities, School Priorities, Class Profiles/Goals, Individual Student Plans</i>)</p> <p>Ongoing professional development for trauma-responsive practices</p> <p>Action planning and problem solving for lack of health services to support students and families, locally</p> <p>EA Professional Learning</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Supporting mental health of students and staff has been and continues to be a priority</p> <p>Disruptions due to remote learning periods delayed start of year community building</p> <p>Lack of a sense of community in the school due to lack of physical access to buildings</p> <p>COVID made in-person consultation difficult</p>

## J. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b>	In 2021-2022, all schools will utilize the existing referral process and format to ensure the continued efficiency and effectiveness of SBST in our schools.
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<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 an operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100% *all have access	60-70%	Some specialist teachers do not access the SBST, however, they may be invited to attend. SBST at the high school level has been difficult to implement consistently.
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of schools that include CYCCs in SBST meetings.	100%, when required	As required	
% of SBST meetings that focus on developing strategies to support classroom teachers.	Unknown until referrals	45%	

	are submitted		
% of SBST meetings that focus on solving specific problems.	Unknown until referrals are submitted	45%	
% of SBST meetings that address systemic issues in the school.	Unknown until referrals are submitted	10%	*Leadership meetings at each school continue to address systemic issues. These are separate from SBST scheduled times
Areas of Strength for the region	<p>Teams have confidence and experience in facilitating SBST (format and structure)</p> <p>SBST scheduled weekly at most schools</p> <p>Flexible meeting formats (staff in attendance – RISC, Admin, PST, EA, CYCC, Guidance Counsellors, etc)</p> <p>Coverage for meetings for staff</p>		
Areas for Development for the region	<p>Increase number of staff accessing SBST</p> <p>Consistency in following action items and follow up meetings</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Formal meetings did not regularly occur during remote learning periods		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	EJHS	Bi-weekly, 90 minutes	Bi-weekly, 90 minutes	
	MHS	Weekly, 60 minutes	Weekly, 60 minutes	
	NJM	Weekly, 60 minutes	Weekly, 60 minutes	
	RLN	Weekly, 90 minutes	Weekly, 90 minutes	
	ESJF	Weekly, 60 minutes	Weekly, 60 minutes	
	EWMS	Weekly, 60 minutes	Weekly, 60 minutes	



## K. Review of SSPs and IEPs

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

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

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b>	Schools follow processes outlined in the directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTs and RISC problem-solve individual cases that require modified education planning. In 2021 – 2022, a focus will continue to be on the education and understanding of the Competency-based Individual Education Plan (CBIEP).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%, supported by PSTs	100%, supported by PSTs	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	60%	60%	
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	20%	20%	
% of students participating in developing their own IEP, when required and appropriate.	75%	75%	
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%	100%	

<p>Areas of Strength for the region</p>	<p>Process outlined for SSP development</p> <p>Training for new staff for Special Programs (TIENET)</p> <p>Completing plans on time</p> <p>Team problem solving and consultation</p>
<p>Areas for Development for the region</p>	<p>Increasing student signatures (especially at high school level)</p> <p>MEP process and clarification of curricular expectations</p> <p>Alignment of planning and practice</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

## L. PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The RISC will support, as needed, school PSTs and Administrators to collaboratively develop monthly priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines, as well as ensuring that time targets are met. A beginning of the school year PD refresher will be held for Admin and PSTs on allocation of PST time targets. All meetings will comply with COVID-19 restrictions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
% of PSTs allocated as less than a 1.0 FTE	0	0	
Areas of Strength for the region	<p>Average PST time allocation aligns with IS Directive</p> <p>Collaborative PST Team with multiple areas of individual strength and expertise that support the region</p>		
Areas for Development for the region	<p>High turnover of PST staff for 2022-23 will result in more training for PSTs at YK1 – district level, within schools, between schools, with partners that support IS within region</p>		



Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Staff absenteeism due to COVID made it difficult to consistently engage in collaboration  Entire YK1 PST Team has not fully met in person since Spring of 2020 due to COVID. Virtual meetings held monthly with in-person RISC/PST meetings at school level
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## 4. Indigenous Languages and Education

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

### A. Regional Indigenous Language and Education Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.00		1.00	

## ***B. Indigenous Language and Education Teams***

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

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

<b>Indigenous Language and Education Team</b>			
<b>School</b>	<b>ILE Team Composition</b> <i>(Principal, PST, etc.)</i>	<b>Meeting Frequency</b>	<b>Explanation if ILE Team was not in place or active</b> <i>(if applicable)</i>
EJHS	Principal, three classroom teachers	Monthly	
MHS	Principal, one PST, one teacher	Monthly	
NJM	Principal, two teachers and PST	Monthly	
RLN	Principal, two PSTs, three classroom teachers	Monthly	
ESJF	Principal, two PSTs, three classroom teachers	Monthly	
EWMS	Principal, Vice-Principal, three classroom teachers	Monthly	

### C. Indigenous Language Instructors

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
EJHS	6.73				
MHS		5.00		5	
NJM					
RLN					
ESJF		2.00		2	
EWMS					
<b>TOTAL</b>	6.73	7.00	Rounded up to FTE PY	7	

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	<p>YK1 has made the following accommodations to support Indigenous language instruction:</p> <ul style="list-style-type: none"> <li>• In-servicing of <i>Our Languages</i> curriculum at each school</li> <li>• District-wide PD sessions on Indigenous education and the renewed emphasis on the whole-school approach</li> <li>• Weekly meetings with ILIs and RILE</li> </ul>	As planned
Plans to recruit and retain language teachers, if any?	<p>Community and external job postings to recruit new ILIs</p> <p>YK1 will continue to lobby ECE for the reimplementation of language teacher training programs such as the Certificate of Aboriginal Language Revitalization (CALR)</p>	As planned

Challenges and/or barriers faced in the region?	There are a limited number of fluent language speakers, as well as limited number of language speakers with instructional training	This year we were able to recruit two additional language speakers
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	The mobility of language instructors from communities may continue to be impacted by COVID-19 restrictions. Under the current circumstances, it is not prudent to invite local language speakers and elders into the schools	

### ***D. Indigenous Education***

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

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

<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>3rd Party Funding (\$) &amp; Source (If applicable)</b>
EJHS	\$173,322	\$28,887		5805.65		
MHS		\$28,887		10205.34		
NJM		\$28,887		8791.56		
RLN		\$28,887		8359.48		
ESJF		\$28,887		13560.05		
EWMS		\$28,887		7787.62		
<b>TOTAL</b>	<b>\$173,322</b>	<b>\$173,322</b>		<b>\$80370.32</b>	Opportunities arose at schools that we took advantage of which makes it difficult to say, each school actually spent the above allocated amount. In light of Covid restrictions lifting we found we were better able to have	

				\$92,062	experiences we were hoping for but couldn't expect.	
				\$172,432.12	*Camps organized at the district level, which all schools had access to. Amount difference from school used and the final total	

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

<b>School</b>	<b>Elder in Residence Program (Y/N)</b>	<b>Daily Cultural Support Worker (Y/N)</b>	<b>Frequency</b>	<b>How is this position funded</b>	<b>Explanation if you have chosen not create this position</b>
EJHS	N	N			Language speaker unavailable
MHS	Y	Y	Full time	YK1 ILE staffing	
NJM	N	N			Were able to make use of an existing teacher's language skills to support whole school approach to language and culture instruction
RLN	N	N			Were able to incorporate weekly language and cultural experiences to support whole school approach
ESJF	N	N			While not additional staff or funding, two language instructors support language and culture programming
EWMS	N	N			Language speaker unavailable

### ***E. Building the School-Community Relationship***

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, YK1’s approach to address building the school-community relationship articulated below, continues as planned. Experiences for staff and students will be altered to meet COVID-19 pandemic restrictions.</p> <p>Building the School Community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of <i>Dene Kede</i>. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated funding to support the hiring of “Elders in Schools” so that they can have the autonomy to invite elders to be involved in such activities as feasts, assemblies, outdoor excursions, and class lessons. YK1 has a close relationship with the YKDFN in Yellowknife, Dettah and Ndilo and is continually striving to collaborate in reconciliation, language revitalization, and the celebration of traditional knowledge.</p>
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<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 Elders hired for regular school programming,	100% Elders are hired on a regular basis day by day basis	100%	The goal for all schools is to have Elders as part of regular school programming. We were successful to varying degrees due to COVID.
Areas of Strength for the region	Community connections are an asset to our programming		
Areas for Development for the region	Ensuring Elders are paid fairly so their pension and taxes are not negatively impacted.		
Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>			

<b>ILE Action Plan Goal for Building the School-Community Relationship</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	<p>Develop a resource list of community members with traditional skills to facilitate staff making connections with community</p> <p>Connect and introduce these community members to new staff who may not have yet made local connections</p> <p>Obtain more information about key local Indigenous community events (such as a list of events) to increase community involvement</p>	<p>Due to Covid restrictions in place for the most part of the school year, we were not fully successful in meeting our goals.</p> <p>Worked with Dene Kede facilitator and Elders when possible, on traditional outdoor activities</p>
MHS	MHS will continue to have a number of Elders working in the school. They will be involved in our ILE Committee and play an integral role in bringing language and	<ul style="list-style-type: none"> <li>All students attended a traditional games or jigging class once a week built into the schedule with ILE</li> </ul>

	<p>culture into all of our classrooms, as well as supporting ILE PD for our staff.</p>	<p>teacher - bringing language into that teaching</p> <ul style="list-style-type: none"> <li>• All of grade eight students had an Elder working with them once a week to make their own pair of moccasins</li> <li>• Language blitz - tokens for students speaking Wìlìideh in their classroom and throughout the school</li> <li>• Camps <ul style="list-style-type: none"> <li>○ Berry Picking</li> <li>○ Fish Camp</li> <li>○ Duck Camp (1 elder)</li> <li>○ Caribou Hide Camp (3 Elders)</li> <li>○ Traditional medicine camp</li> </ul> </li> <li>• Feed the Fire - Sept. 29</li> <li>• Feed the fire/Drum Dance June 20th</li> <li>• ILE School based PD Days <ul style="list-style-type: none"> <li>○ Using our outdoor learning space - wall tent, fire pit safety, sharing circle, outdoor traditional games</li> <li>○ Dene Kede integration</li> <li>○ Learning the Wìlìideh alphabet and sounds</li> <li>○ Wìlìideh visuals for our classrooms</li> </ul> </li> </ul>
<p>NJM</p>	<p>To establish relationships with community members, specific to NJM, rather than just relying on current YK1 employees</p>	<p>Parent volunteers: cut back stumps and trees on the playground, laid gravel for tent base, built tent base, built tent frame, built door for tent, put tent on frame.</p> <p>Family fun Picnic- June 2022- Special event with families, jigging, fiddling, drumming, signing, Dene stick throw, log push, songs and storytelling.</p>
<p>RLN</p>	<p>Putting a focus on one specific skill and inviting community members to support our understanding e.g. Fish Day</p>	<p>Throughout the school year, RLN was fortunate enough to work with 2 indigenous student mentors on a regular</p>

	Friday Fires/Indigenous mentors	<p>basis, fall 2021 and winter/Spring 2021/2022. These mentors worked one per week on a 3-week cycle with each animal. This allowed them to work with every class for a double block, once per animal. Themes included fish, ducks, rabbits. Included in these sessions were story telling, legends and language. Students were engaged in hands-on experiences and were allowed to actively participate.</p> <p>Hide Camp: a 5-day intensive hide camp with Aurora college ECE student teachers. Each class was given the opportunity to work on the 3 caribou hides.</p> <p>Beaver Camp: 2-day intensive beaver camp. Each class had the opportunity to participate and scrape the beaver, which was then professionally tanned.</p> <p>Local drummers attended a staff PD day, and discussed the importance of feeding the fire and performed a prayer song.</p> <p>Hosted a family BBQ and drum dance. Students and families were invited to attend and celebrate Indigenous People's Day together</p>
ESJF	Committee formed and in the process of meeting to develop goals	Achieved
EWMS	<p>Develop a resource list of community members that are able to work with staff and students</p> <p>Outreach to the Elders in our community through empathetic design projects</p>	<p>This is on going and we add as new contacts become available.</p> <p>Unfortunately, due to Covid, we were unable to pursue this goal.</p>

<b>Community Involvement in Schools</b>		
<b>School</b>	<b>Type of involvement of community members in school events and projects</b>	<b>Type of involvement of community members in on the land experiences</b>

EJHS	<p>The Aboriginal Sports Circle provided ILE activities for staff PD</p> <p>Dene Kede and a knowledge keeper shared their knowledge of the Indigenous language with some classes.</p> <p>A local artist shared and created knowledge about the culture and helped develop a new school logo</p>	A local Indigenous artist provided outdoor activities for all students
MHS	<p>Drummers outside for feed the fire ceremony in Sept</p> <p>Drummers for Feed the fire and drum dance on June 20th -Elder working with our students beading moccasins</p>	<p>Elder for duck camp (outside)</p> <p>3 Elders for caribou/moose hide camp</p> <p>Elders within our school who share their knowledge regularly.</p>
NJM	Preparing the area around the outdoor classroom/wall tent	A local Indigenous artist provided outdoor activities for all students
RLN	<p>ASCNWT for staff PD days as well as student activities through PE classes</p> <p>Indigenous student mentors facilitating Fire Fridays</p> <p>Knowledge keeper to facilitate caribou hide and beaver camps</p> <p>Drummers involving staff and students in ceremony</p> <p>Grade 7-8 students attending a 2 day culture camp to prepare ducks, fish, geese as well as take part in water safety and canoeing</p> <p>Collaboration with Aurora College ECE program to involve their Indigenous students with facilitating the teaching of traditional skills with students</p>	We were limited for on the land experiences this year due to Covid, however, we did have activities that would have been done at camp, if it were allowed

	Staff participation in “Living Well Together” modules followed b sharing circle discussions	
ESJF	Guest speakers, Honour Ceremony	Elders were not able to come into schools. Honour Ceremony, Snowshoe making
EWMS	Elders were not able to be in schools until June when restrictions were removed.	Elders were not able to be in schools until June when restrictions were removed.

***F. Strengthening Training for Northern Educators***

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 believes it is a priority to train our new to the north educators to ensure retention, while at the same time, continually offering Professional Development for our experienced educators. All new YK1 hires attend the ECE New to the North In-service each August.</p> <p>YK1 offers two cultural orientation days to the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Two training days are designated to <i>Our Languages</i> curriculum and/or Indigenizing Education Handbook. Planning and goal setting sessions are planned for all YK1 schools’ ILE committees.</p> <p>Guest speakers, who may present to staff virtually, will focus on addressing indigenizing education.</p> <p>Planning and goal setting sessions are planned for school ILE committees throughout the year.</p>
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<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%	
% of schools holding local Teacher Cultural Orientation Days.	100%, but maybe offered virtually due COVID-19 restrictions	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Dr. Niigaan Sinclair will facilitate a virtual presentation to all staff **carried over from 2020-2021	As planned, SJF held Sinclair sessions. 100% of staff and 2 DBO staff attended  100% Blanket Exercise MHS	
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	Imbedded opportunities for PD and to have Dene Kede facilitator supporting implementation for programming		
Areas for Development for the region	We are looking forward to increased opportunities for staff learning		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

**ILE Action Plan Goal for Strengthening Training of Northern Educators**

<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	<p>Cours d'enquêtes en plein air (CEPA) program: collaboration between CEPA teacher and classroom teachers to improve connection between classroom instruction and key cultural experiences and on-the-land learning</p> <p>Offer teachers time to work with Elders or knowledge keepers, such as having a dedicated on-the-land training day for all staff during a STIP day</p> <p>Include ILE content in all PD sessions (not just those dedicated specifically to ILE)</p>	<p>Achieved</p> <p>Staff collaborated with Dene Kede facilitator to learn about, plan and share cultural experiences.</p> <p>The Aboriginal Sports Circle members came in during our school-based ILE day and did Traditional Games with staff.</p>
MHS	<p>Increase the number of staff on the ILE Committee</p> <p>Have short language sessions at each staff meeting</p>	<p>Achieved</p> <p>We did not have language at every staff meeting, but did have more at school based PD</p>
NJM	<p>To provide educators with authentic cultural experiences to strengthen their knowledge and understanding of Indigenous language and culture</p>	<p>Achieved</p> <p>NJM staff led and participated various hands-on skill building sessions during ILE PD Day. The sessions are:</p> <ul style="list-style-type: none"> <li>Archery ( certified instructor)</li> <li>Bannock Making</li> <li>Fire Starting</li> <li>Fish Filleting</li> <li>Fish Chowder</li> <li>Dream Catchers</li> <li>Museum Edukits (Museum Facilitator)</li> <li>YK1 ILE kits prepared by Dene Kede facilitator</li> <li>Snow shoeing</li> </ul>



		Staff were also given time to continue working on the “Living Well Together” modules, a program for Northern Professionals
RLN	ILE committee to organize the cultural days	<p>Achieved</p> <p>The ILE committee met and planned a staff ILE day.</p> <p>Traditional drummers and feed the fire to start the day</p> <p>‘Yelder’ - building capacity among staff to skin and prepare rabbits in the wall tent</p> <p>-SCNWT in the gymnasium teaching staff how to participate in traditional games</p> <p>Staff were also given time to continue working on the “Living Well Together” modules, a program for Northern Professionals.</p>
ESJF	Provide PD for language instructors	<p>Truth &amp; Reconciliation with Nigaan Sinclair – during STIP and May 30<sup>th</sup> with ILC committee with 3 administrators presents</p> <p>RILE met monthly with the ILLs to collaborate on language instruction</p>
EWMS	<p>Continue to offer teachers time to work with Elders or knowledge keepers</p> <p>On the land training day for all staff</p> <p>Grade level collaboration for the development of an activity delivered to students through the lens of <i>Dene Kede</i></p>	<p>Dene Kede facilitator worked with staff on planning and delivery of lessons</p> <p>On the land training took place for 1.5 days for all staff in addition to district wide PD</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	EJHS	All staff will attend district organized Indigenous Cultural Experience (ICE) camps	100%	
	MHS	Blanket exercise for all staff	100%	
		All staff will attend culture camp this year		
		Staff and students will participate in Orange Shirt Day		
	All staff will participate in ECE training for the <i>Our Languages</i> handbook	All staff will participate in setting our school goals/strategic priorities around ILE		
	NJM	ILE committee will organize a school specific Indigenous Culture Day	100%	
	RLN	All staff will participate in the ECE directed <i>Our Languages</i> in-service	100%	
ESJF	All staff will attend ECE delivered ILE Handbook in-service	100%		
EWMS	All staff will attend Camp Akaitcho	Somewhat	We were unable to attend Camp Akaitcho, however, we did hold a day and a half of cultural activities with staff. All staff did attend District PD event	
	All staff will attend district Indigenous Culture Experience (ICE) days			

## G. Fostering Student Wellbeing

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

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

<p>Regional approach to fostering student wellbeing, <b>including any specific information related to the COVID-19 pandemic. (required as of 2022)</b></p>	<p>YK1 is dedicated to the holistic approach to educating each child. Not only is the mind being engaged through the school day, but also the body, heart and spirit are engaged. This approach occurs through exercises such as on the land learning, collaborative learning, community relationships and the use of ceremony in the school</p> <p><i>*Fostering Wellbeing does not appear as a section in the Indigenous Languages and Education Handbook. For us to report of this section, it should be covered in the handbook</i></p>
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<b>ILE Action Plan Goal for Fostering Student Wellbeing</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	<p>CEPA program: provide occasional alternative learning environment for all students throughout the year</p> <p>Increase presence of Indigenous community members at the school (by incorporating some of the goals from the Building Community Relationships goal)</p>	<p>The outdoor classroom provided an alternative space for students as needed and when it was possible, we had our Dene Kede facilitator working with students</p>
MHS	<p>Grade 7/8 student Exploratories every Friday have options to get out on the land, create Indigenous crafts, and cook traditional foods</p> <ul style="list-style-type: none"> <li>• School Feast (Covid-friendly, served to students)</li> <li>• Traditional Games</li> </ul>	<p>Traditional arts are part of our exploratory classes</p>

	<ul style="list-style-type: none"> <li>• Jigging</li> <li>• Hand Games</li> <li>• Outdoor learning spaces</li> <li>• Wall tent</li> <li>• Feed the fire</li> </ul>	<p>School feast went well but we were not able to invite families due to Covid</p> <p>Traditional games and jigging happened weekly for all students</p> <p>We had 2 feed the fire ceremonies for the whole school and 2 with just staff</p> <p>Wall tent and outdoor space were utilized well for traditional learning</p> <p>Due to Covid we did not have our regular hand games and traditional games teams</p>
NJM	To provide more opportunities for students to connect with the land	<p>NJM staff led and students participated various hands-on skill building sessions throughout the year. The sessions included:</p> <p>Archery ( certified instructor)</p> <p>Bannock Making</p> <p>Fire Starting</p> <p>Fish Filleting</p> <p>Fish Chowder</p> <p>Dream Catchers</p> <p>Museum Edukits (Museum Facilitator)</p> <p>Snow shoeing</p>
RLN	Fire Fridays, celebrating Indigenous culture at all grade levels	<p>Staff and students participated in 4 x 3 week cycles of Fire Friday with our Indigenous Student mentors</p> <p>Some students were given opportunities to work in small groups or 1:1 with student mentors in the wall tent</p> <p>Small groups attended the Arctic Indigenous Wellness camp, monthly, to connect and engage with elders in a traditional setting</p>

ESJF	Our Languages Class Staff position created to promote well-being of Indigenous students	Achieved A staff member coordinates supports for Indigenous students
EWMS	Increase presence of Indigenous community members in the school Using place-consciousness to develop skills for being on the land and in nature	An outdoor classroom was created to situate students to our area. Due to Covid, we were unable to invite in members of the community

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
EJHS	Organized weekly fire ceremonies Indigenous community members into the school	The outdoor tent provided a space for students to connect with traditional activities/practices and sometimes, our Dene Kede facilitator or other Indigenous staff
MHS	Mentorship with Elders in our school to make connections for students who need it We make sure that all of our students are fed and have regular access to food. We help our students to ensure they have clothing, access to our washing machine if needed, warm winter clothing etc. These supports of making sure basic needs are met enable our students to be more ready to learn	Mentorship went well! We had time for students who were struggling to connect - beading together, cooking, chopping wood for the fire. The greater community donated funds for our foods program, winter gear for students; gift cards for students in need during Covid shut downs etc.
NJM	Daily and/or weekly sharing circles Relationship building is a main emphasis in all of our classrooms. We know the importance of students having a positive, trusting relationship with their teacher and other adults in the building and, as such, it is emphasized throughout school year and is facilitated by our Program Support Teachers when necessary. This includes providing coverage for teachers so they can work on	Not all classes took part in this. An area that needs improvement.

	fostering positive relationships in small groups or one-on-one	
RLN	Indigenous mentors Resident Elder	Students were able to work with the mentor in the tent as needed  Arctic Indigenous Wellness camp  Students played a large part in set up/taking down Fire Fridays. Assisting with moving, stacking and chopping wood, starting fires etc. This built strength and resiliency among students and helped them see themselves as capable people.
ESJF	Indigenous Honour Ceremony  Every student in the high school, by the time they graduate, will have taken part in at least one Blanket Activity  All students, by Grade 12, will have taken part in a smudging ceremony and tobacco ceremony	Indigenous Honour Ceremony was a success  Achieved  Tobacco ceremony is regularly taught and practiced
EWMS	Work with the Healing Centre Sharing circles	Due to Covid we were unable to attend the Healing Centre. Sharing circles have been a consistent practice in all classes.

## H. Indigenizing Teaching and Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>Indigenizing Teaching and Learning Practices involves bringing Indigenous concepts to all aspects of education. It is necessary first and foremost to recognize the long-standing impact that Eurocentric beliefs and values have had on traditional learning practices in Northern Schools. To Indigenize education, schools must actively plan and teach using the NWT foundational curricula: <i>Dene Kede</i>. Adopting these learning and teaching practices that are holistic, relational, spiral and experiential goes hand in hand with the recognition of the importance of culture in learning and key cultural experiences. To develop the appropriate approaches and experience, YK1 teachers will participate in the cultural orientations and culture camps, work closely with Elders and Indigenous families, and work to develop a close relationship with the community. It takes time for some teachers to develop this perspective.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>More staff are connecting competency based teaching and learning to Indigenous practices of teaching and learning</p>		
<p>Areas for Development for the region</p>	<p><b>Continued work on developing educator understanding of competencies beyond the experiential</b></p>		

Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	
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<b>ILE Action Plan Goal for Indigenizing Teaching and Learning Practices</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	CEPA: support teachers with on-the-land learning  Indigenize Camp de Neige experience  Prioritize obtaining more Indigenous resources in French  Continue to emphasize importance of Dene Laws in school community	Achieved  A modified Camp de Neige was held  Achieved  Achieved
MHS	<i>Dene Kede</i> should be incorporated into teaching whenever possible. It should not be taught in isolation or as it's own class	Achieved
NJM	To have all teachers intentionally begin Indigenizing their teaching practice	Achieved
RLN	Being cognizant of including Indigenous literature in everyday teaching practices  Ensuring the staff knows where and how to access the resources	Achieved  In progress
ESJF	Re-examining each curriculum with a eye towards where we can address Indigenizing it	In progress
EWMS	Provide PD at all grade levels to Indigenize practices	Providing an outdoor space for teaching and learning has been beneficial in supporting Indigenous teaching and learning.



		All students took part in outdoor education, of which, Indigenous perspective is the focal point. Dene Laws are an important aspect of this program.
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School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	EJHS	<p>Staff use the wall tent to teach outdoors, not only when the topic is explicitly Indigenous, for half days each time.</p> <p>Integration of Dene Kede into as many subjects as possible, as regular practice in planning.</p>
	MHS	<p>Collaboration! Listening to our Elders and taking the time to hear their stories. Working with them in small groups during PD that they provided based on their strengths. Having Elders in our classrooms alongside classroom teachers. Our time together on the land was the most beneficial in building those relationships. Our ILE class this year was very hands on and our students are thriving!</p>
	NJM	<p>Staff use the wall tent to teach outdoors, not only when the topic is explicitly Indigenous, for half days each time.</p> <p>Integration of Dene Kede into as many subjects as possible, as regular practice in planning.</p>
	RLN	<p>Reciprocity! Mentorship and collaboration working together. Range Lake North paired up with a local high school to produce a program that was very effective in developing strong mentors and strong students.</p> <p>Our youth mentor was released from grade 12 classes once per week, to share his teachings as a knowledge keeper with the students at RLN. Our youth mentor had multiple resources and language speakers from which he was able to draw knowledge and inspiration, and RLN provided a low stress, open environment for him to work with our staff and students to share these teachings in a traditional environment. This was truly a reciprocal relationship as the mentor youth benefited</p>

		from the work experience we were able to provide him, and our students benefited from the opportunity to work with a “Yelder” (young Indigenous mentor), which many of our students, particularly our middle school students, really enjoyed having as a role model.
	ESJF	Hands on workshop – hands on traditional snowshoe making project, beading projects
	EWMS	Staff use the wall tent to teach outdoors, not only when the topic is explicitly Indigenous, for half days each time. Integration of Dene Kede into as many subjects as possible, as regular practice in planning.

## I. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <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>NWT specific curricula documents, including Dene Kede, have been developed to provide educators with the direction required to develop long range, unit and daily lessons plans in culturally appropriate and relevant ways. Lessons are delivered through the use of holistic, spiral, relational and experiential activities. Learning activities throughout the grade levels and subject areas are developed using Indigenous topics and experiences to meet the NWT curriculum objectives.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	<p><b>Covid may have actually forced teachers to work with these concepts/ideas more on their own, thus developing a greater appreciation for traditional knowledge and traditional knowledge keepers</b></p>		
Areas for Development for the region	<p><b>Continue to expose educators to ways to authentically deliver Dene Kede in order to build their comfort with traditional ways of teaching and learning</b></p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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<b>ILE Action Plan Goal for Indigenizing Content for Curricula and Programming</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	CEPA: support teachers with on-the-land learning (core subjects are taught outside the traditional classroom)  Prioritize <i>Dene Kede</i> instruction: have teachers become more comfortable including this in their teaching (as opposed to relying on visits by resource people to deliver the curriculum)	Achieved
MHS	Bring Indigenous content/perspective/ language into classes wherever possible. Make sure it is relevant to students in the north	Achieved
NJM	To increase the amount of Indigenous content in all grade levels	Achieved
RLN	Secret Path Week Orange Shirt day	Achieved
ESJF	Each department to meet and analyze the particular curricula they teach to assess where they have Indigenized the curricula and where they could further implement Indigenizing content	Achieved
EWMS	Support teachers with on the land content that meets curricular objectives  Integrate Indigenous perspective into each unit/subject and strive for cross-curricular connections in multiple ways	Achieved

<b>School Specific Performance Indicators</b>	<b>School</b>	<b>Wise Practice</b>
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EJHS	CEPA (placed based learning) and outdoor learning centre, hands on traditional activities
	MHS	Taking the Language Program outside of the classroom for hands on traditional activities
	NJM	Taking an existing teacher, who is a language speaker and having them dedicated as .25 of their assignment for language instruction

	RLN	Fire Fridays – working with community resource people – Youth mentors
	ESJF	Honour Ceremony for Indigenous graduating students and families Indigenous Relations – one for each staff member with discussion topics
	EWMS	The staff PD – content and structure of delivery were designed with Indigenous practices in mind

## J. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Offering Key Cultural experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities and learning experiences that reflect, validate, and promote the worldviews, cultures and languages of the Indigenous peoples of the NWT. The significance of each activity is strengthened by including story telling and traditional teachings, being on the land, and active use of Indigenous language that include history, reasoning and connections based on Indigenous pedagogy.</p>
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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>Schools have made a concerted effort to continue to provide out door/on the land experiences in spite of not being able to regularly bring in Indigenous resource people</p>		
<p>Areas for Development for the region</p>	<p><b>We want to move beyond camps as a single event, and develop more resources to assist educators with authentic learning experiences. These experiences should go beyond the camp topic and be relational and spiral in nature.</b></p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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<b>ILE Action Plan Goal for Key Cultural Experience</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	CEPA program: inquiry-based on-the-land experiences  Provide additional support or information for teachers who wish to offer key cultural experiences throughout the year  Have Camp de Neige include at least one Elder or knowledge keeper	Achieved
MHS	Traditional Games throughout the school year	Achieved
NJM	To increase the number and variety of cultural experiences our students get to experience	Achieved
RLN	Planning and organizing the experiences that happen during Fire Friday	Achieved
ESJF	Grade 9 Fish Camp	Unable to proceed with Fish Camp, however, all grade 8 students did attend canoe and water safety training
EWMS	Develop a more Indigenous perspective with Outdoor Education  Offer teachers the opportunity to join in outdoor experiences with their students	Achieved

<b>School Specific Performance Indicators</b>	<b>School</b>	<b>Wise Practice</b>
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the	EJHS	Outdoor classroom (tent) all grades, integration of language through themes with Dene Kede facilitator
	MHS	Moose & caribou hide camp – all grades, at the school – integration of language with Elders
	NJM	Culminating year end celebration of Indigenous literature through performing arts – all students, at the school as part of a family event
	RLN	One staff member was designated as an informal coordinator and was instrumental in having many

community was incorporated.		hands-on traditional activities for all students throughout the year
	ESJF	All staff and student participated in a week long celebration of Indigenous culture and literature and culminated with a Feeding of the Fire ceremony, tobacco protocol
	EWMS	Staff participated in many traditional activities, on the land, to prepare them to work with students in rebuilding a sense of community in the school



### ***K. Strengthening Core and Immersion Indigenous Language Instruction***

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

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

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

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>A vibrant Indigenous Language program not only benefits students but also serves as a gateway to a brighter future for an entire community. This highlights the critical need for effective and successful school programming where community members are intent on reclaiming the ancestral languages. Not only does instructional time play a critical role in a program’s success, so too does the number of years a student is enrolled in a second language class. For many young students, the school is often their first introduction to Indigenous language instruction.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(If applicable)</i>
# of new ILIs in the region	As many as the funding formula will allow, which a this time is zero	2	These staffed existing identified positions – one vacancy finally filled and one replacement due to illness
Areas of Strength for the region	The high school language program continues to be well attended		

Areas for Development for the region	Developing language programs in schools that do not currently have language programs
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

<b>ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	n/a JHS does not have core or immersion ILE programs	Although we were unable to have a dedicated language instructor, the goal for next year is to have one at École İt'ò
MHS	Our students receive ILE Core language instruction three times per week in class, but we try to incorporate language throughout the school outside of the language classes	Achieved and looking forward to another successful year
NJM	To ensure each class is being introduced to Indigenous languages on a regular basis	Achieved by reallocating a current staff member for part of their assignment
RLN	Getting people saying a few words that will, eventually, ignite a passion for some students to invest in the language	Through our Friday Fire activities, students were encouraged to use the language
ESJF	Continue to offer the Dene Language course in 2021-2022	Achieved and looking forward to another successful year
EWMS	We currently do not have an Indigenous Language Program	Introduced words of the week, use of common words and phrases to encourage language use. Visibility of language in print around the school and when possible, language specific to the activity was used

## L. Engaging Community in Indigenous Language Programs

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

<p>Regional approach to engaging community in Indigenous Language Programs, <b>including any specific information related to the COVID-19 pandemic.</b> (required 2022)</p>	<p>Just as it takes a whole village to raise a child, so too does it take an entire community to revitalize a language. <i>Dene Kede</i> reminds teachers that community involvement can take many forms. Resource people from the community can come into the school or students can go out into the community. Students can be offered many different kinds of cultural experiences such as camping, attending a local government meeting, working with a healthcare nurse attending to Elders, or talking in the Dene language while working at a store for a short period.</p>
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<b>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EJHS	Invite Elders to CEPA program events	Due to Covid we were unable to have Elders attend
MHS	Students will participate in one culture camp each year JK-Grade 2 Students participate in Jigging Grade 3-8 students participate in Traditional Games each week	Culture camps were held at the school, with available resources. Other goals were met as anticipated
NJM	To provide a week long culture camp at the school where community members promote, use and celebrate Indigenous language and culture with all of our students	Activities took place on much smaller scale due to Covid restrictions
RLN	Invite Elders from the community to speak in their traditional language	Knowledge keepers were invited to show traditional skills and share language
ESJF	Grade 9 Winter Fish Camp Dene Hand Games	Were unable to hold the Fish camp as planned. Canoe trips planned later did occur. Unable to participate in Dene Hand games this year.

EWMS	Invite Elders to Camp Akaitcho and cultural experience days to share language	Due to Covid, this was not possible
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### ***M. Employing a Whole School Approach to Language Use***

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

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

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>	<p>Whole school approach to language use takes steps to bridge the gap created by colonization. Language is one gift that was deeply threatened during the residential school era of Canadian history, which aimed to destroy Indigenous languages and culture.</p> <p>All school staff have a role in helping to maintain and revitalize their Indigenous languages of the community, regardless of their own ability to speak it, by infusing Indigenous languages throughout the whole school, increasing students’ overall exposure. Elders play a critical role as language keepers, but in some cases, these champions are youth themselves, intent on learning and speaking a language that was taken from their parents and grand parents and willing to use innovative strategies to ensure that these languages are not lost forever.</p>
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<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	<b>Increased interest amongst staff in expanding their own language abilities.</b>		

Areas for Development for the region	Schools continue to work on increased visible use of Indigenous language via labels and signage throughout the building.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
EJHS	Incorporation of the <i>Wilhidah/Thcho</i> language throughout the school	Achieved
MHS	To bring language and culture to the whole school, not just in ILC classes	Achieved
NJM	To provide students with Indigenous language experiences on a daily basis	Achieved
RLN	Label the school using traditional language to support students' understanding	In progress
	One sentence or word of the week. Staff can learn a specific saying or phrase in traditional language and teach it to their class	Achieved
	Each class can select one of the Dene Laws to support	Achieved
	Dene Law - School Art Project	Achieved
ESJF	Display and use of the <i>Wilhidah</i> language in the school	Achieved
EWMS	Increase the visibility and use of language throughout the school	Achieved, all Dene languages are posted throughout the school in <i>Wilhidah</i> , French and English

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to	EJHS	Incorporate <i>Wilhidah/Thcho</i> language	Achieved	

promote a Whole School Approach to Language Use.		<p>into morning announcements (O Canada, word/expression of the week)</p> <p>Have a school-wide Indigenous-language expression of the week (as is currently done in French)</p>		
	MHS	<p>Monthly theme phrases/word taught to staff and students</p> <p>Virtual Bingo games played each month after learning common phrases</p> <p>Common phrases shared in the newsletter each month</p> <p>Videos and PowerPoints created of our Elders speaking the words or phrases and showing the words written out so teachers and students can practice between language classes</p> <p>Monthly phrases practiced on the announcements each morning</p> <p>O Canada played in <i>Wilhideh</i> every morning. If not for COVID-19, we will be singing it every day</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	
	NJM	<p>Language integration into Indigenous Cultural Experience Camps</p> <p>Language integration into morning announcements and assemblies</p>	<p>Achieved</p>	

		The introduction of Indigenous words to classroom word walls	Achieved Achieved	
	RLN	<p>Create a list of common words to be labeled. Have the words translated and a language coach support the students with their understanding.</p> <p>Decide what common phrases we use every day. Have students document others using the phrases.</p> <p>Reach out to local artist - Plan painting days with classes</p>	<p>Common words and phrases taught and practiced during outdoor activities</p> <p>Achieved – local artist in residence</p>	
	ESJF	<p>Signage in <i>Wilhideh</i> around the school</p> <p>O'Canada in Indigenous languages</p> <p>Morning Announcements greeting in Indigenous languages</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	
	EWMS	Incorporate language into announcements, displays, words of the week, etc.	Achieved Dene laws displayed on walls around the school	

### ***N. Community Support***

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

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

<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	\$61,302	\$61,302		\$68,882.13		When hiring resource experts, it is difficult to predict how many people will be available, when requesting 3, we may or may not get 3.



## O. Resource Development for OLC and ILE

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

This funding is to be used only for:

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

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

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$47,969	\$47,969		\$53,178.76	

	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
<b>Resources in the region</b>	Games, language cards, stories, translated wording for what is in a photograph, children's books that can be read in Dene language.	Purchased and supplied to all schools: games, language cards, stories, translated language for what is in a photograph, children's books that can be read in Dene language, 360 degree video of an outdoor learning space, beavers, ducks, fish, hides, beading and craft supplies, firewood
<b>OLC/ILE Professional Development in the region</b>	ILI's attending and type of professional development opportunity	School staff attending professional development to support OLC and/or ILE implementation.
	RILE met with the ILI's weekly to review programming goals and needs with regard to professional learning	PD opportunities were limited, however our RILE provided PD to all schools on the Handbook and integrating Indigenous practices and literature

## Appendix B: Operating Plan - Operating Budget

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## Appendix C: Annual Report - Audited Financial Statements

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**Yellowknife District No.1 Education Authority**

**(Yellowknife Education District No. 1)**

**Consolidated Financial Statements**

**June 30, 2022**





# Yellowknife District No. 1 Education Authority

(the "Authority")

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**YELLOWKNIFE EDUCATION DISTRICT NO. 1**  
OF THE NORTHWEST TERRITORIES  
**ADMINISTRATION SCOLAIRE DE DISTRICT NO 1 DE YELLOWKNIFE**  
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## **Management-Discussion-and-Analysis**

### **August-31,-2022**

#### **Introduction**

#### **Yellowknife-Education-District-No.-1-(YK1)-Administration:**

Jameel-Aziz,-Superintendent-of-Education/CEO  
Shirley-Zouboules,-Assistant-Superintendent  
Landon-Kowalzik,-Interim-Assistant-Superintendent  
Tram-Do,-Director-of-Corporate-Services

#### **Current-Board-of-Trustees:**

Terry-Brookes,-Chairperson  
Doreen-Cleary,-Vice-Chairperson

#### **Trustees:**

Al-McDonald  
Carla-Kinakin  
David-Wasyliciw  
Tina-Drew  
Trevor-Sinclair

#### **Active-Standing-Committees-include:**

- Audit-Committee
- Committee-of-the-Whole
- Finance-Committee
- Policy-Committee
- Public-Relations-Committee



## **YK1-Strategic-Directions**

Taking-direction-from-its-mission-statement,-the-Yellowknife-Education-District-No.-1 Board-of-Trustees-have-set-the-following-Strategic-Directions-for-2022:

### **Wellness:-Cultivate-a-culture-of-holistic-wellness**

- Recognize-the-importance-of-relationships-in-learning
- Foster-and-promote-personal-wellness
- Create-healthy,-safe-and-caring-learning-environments

### **Learning:-Ensure-inclusive,-equitable-and-authentic-learning-experiences**

- Engage-learners-through-meaningful-and-innovative-teaching-and-learning practices
- Strive-for-excellence
- Celebrate-diversity-of-all-learners

### **Indigenous-Language-and-Education:-Honour-and-celebrate-Indigenous —Language-and-Culture**

- Create-a-welcoming-environment-for-all-learners
- Integrate-an-Indigenous-approach-to-education
- Strengthen-Indigenous-Language-instruction

### **Community:-Foster-critical-understanding-of-local, -national-and-global-issues**

- Inspire-and-pursue-critical-thinking-through-innovative-and-sustainable practices
- Embrace-diversity-and-encourage-empathy-to-promote-global-citizenship
- Model-and-encourage-ethical-leadership-and-engage-in-opportunities-for service-learning



**YK1-Successes-for-2021/2022!**

**• Reduce-Green-House-Gas-(GHG)-Emissions**

- Installed Pellet-Boilers-at-Range-Lake-North-School-&-Mildred-Hall-School
- Project-Cost-\$1.5M,-75%-from-Federal-Gov.-GHG-Grant-and-25%-from-YK1
- Project-completed-March-2022
- Reduce-heating-oil-usage-by-210,000-liters-per-year
- Reduce-GHG-emission-by-565-tonnes-per-year
- Estimated-Heating-cost-savings-of-over-\$100,000-per-year



Thank-you-to-Elvis-Beaudoin-and-his-Maintenance-team,-our-partners-at-the Department-of-Infrastructure,-Mischa-Malakoe,-Mark-Peer,-GHG-Grant-Division,-and the-North-Slave-Office-Regional-Office—INF,-Ceazar-Galasiniao,-J&R-Mechanical





- **Savings-in-Electricity-Costs-and-Reduction-in-Waste-&-GHG**

- New-LED-Lights-for-William-MacDonald-School
- New-LED-Lights-for-Sir-John-Franklin-High-School
- LED-lights-have-a-longer-life-than-other-light-bulbs-20-times-longer life,-which-will-reduce-the-costs-of-light-bulb-replacements-and waste
- LED-lights-use-less-Kilowatts-than-regular-light-bulbs

Thank-you-to-Elvis-Beaudoin-and-his-Maintenance-team,-our-partners-Department-of Infrastructure,-energy-division

- **New-negotiated-collective-agreement-with-NWTTA-for-a-4-year-term September-2021-to-September-2025-highlights:**

- Wellness:-new-Counseling-Services-added-to-professional-services-up-to \$1000-per-year-to-support-staff-wellness.
- Retention:-new-Termination-Payout-after-10-years-of-service-up-to maximum-of-\$30,000-to-help-with-teacher-recognition-and-retention.
- Wellness-for-families:-new-parental-Leave-top-up-pay-of-93%-for-17-weeks.

Thank-you-to-NWTTA-&-YK1-Collective-Bargaining-teams

- **Insurance-move-to-GNWT-Insurance:**

- Benefit-is-cost-savings-of-over-\$1-million-in-insurance-premiums
- MOU-with-GNWT-Departments-for-Maintenance-oversight-and-risk management
- YK1-has-access-to-GNWT-risk-management-expertise

Thank-you-to-the-Department-of-Education,-Culture-&-Employment,-the-Department of-Infrastructure-and-the-Department-of-Finance

- **Sale-of-Nordic-Arms-Apartment-Building:**

- Sale-proceeds-\$2,000,000
- Removes-responsibility-for-Hazmat-abatement
- Funds-available-for-Capital-Project-in-our-schools
- Removes-conflict-situations-of-an-employer-and-landlord
- Focus-of-staff-should-be-on-Education-mandate-not-landlord

Thank-you-to-realtors-Rod-Stirling-and-Jim-Weller-from-Coldwell-Banker-for-their-work-on the-sale-of-Nordic-Arms



## **Operating-Environment**

YK1 operates six schools in the city of Yellowknife, and provides superintendency services to K'alemi Dene School in Ndilo and Kaw-Tay-Whee School in Dettah. The following lists key programs at YK1 schools:

### **N.J. Macpherson School (JK-5)**

- N.J. Macpherson School (NJM) is a JK-5 school with a strong numeracy and literacy focus, offering English programming for Grades JK-5 students, Montessori programming for JK-5 students, and Core French for 1-5 students.
- Special programs include physical education, visual arts, music, drama, a strong recycling program, extracurricular sports, clubs, and after-school programs.
- Indigenous language and culture is integrated into classroom sessions. Indigenous Culture Camps are held throughout the year.
- The school has an active Parent Advisory Council.

### **École-Itt'ò (JK-5)**

- École-Itt'ò (EI) is YK1's newest school, scheduled to open to students on August 29, 2022. The school offers a 100%, fully-immersive French learning environment for JK-Grade-5 students.
- Special programming includes choir, musical theatre, afterschool athletics, and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess, and choir.
- Indigenous language and culture is integrated into classroom sessions.
- Indigenous Culture Camps are held throughout the year. –Cours-d'enquêtes-en plein-air (CEPA); –(Forest/nature school practice)
- An annual four-day French Language and Culture Camp, 'Camp-de-neige', is held at the Yellowknife Ski Club.

### **Mildred Hall School (JK-8)**

- Mildred Hall School (MHS) is an English school which also offers Core French and Willideh language courses.
- The school offers courses as well as traditional games classes for Grades 2-8 students, and jigging for JK-Grade-2 students.
- The Birchbark Discovery Centre is a community project, and land-based education program for children in Grades 1-6.
- Extracurricular activities include team sports, fine arts, guitar, fiddling, choir, and band instruments. Alternative sports include fat-biking, cross-country skiing,



snowshoeing, and rollerblading. Alternative options include jigging and traditional games.

- Forest School: With many trained staff, students have the opportunity to take their learning outdoors, using the natural environment to further their learning and incorporating the Willideh language into land-based learning experiences.
- A breakfast, snack, and hot lunch program is available. The school has a large garden where students grow vegetables used in the foods program.
- Positive Behavioural Interventions and Support (PBIS) is a proactive approach the school uses to support behavior.

### **École-William-McDonald-Middle-School-(6-8)**

- École-William-McDonald-Middle-School (EWMS) offers programming for Grades 6-8 students in English, Intensive French, Post-Intensive French, Core French, and French Immersion.
- Exploratory programs include industrial arts, culinary arts, fine arts, technology studies, and outdoor education.
- WMS's Sports Academy includes hockey, soccer, and athletics. The school's fitness room has also been renovated recently.

### **Range-Lake-North-School-(JK-8)**

- Range-Lake-North-School (RLN) offers English programming for Grade JK-Grade 8 students, Intensive French for Grade 6 students, Post-Intensive French for Grade 7 and 8 students, Core French for Grade 1-6 students, excluding Grade 5 students who participate in Pre-Intensive French camps.
- Student Options Program: Grade 6-8 students can choose from a variety of six-week-long sessions, including technology, sports, outdoor pursuits, music, martial arts, and yoga.
- Indigenous language and culture is integrated into classroom sessions. Indigenous Culture Camps are held throughout the year.
- Special programs include music, band, choir, and drama. Advanced technology and robotics programs are offered in a Makerspace environment.
- Extracurricular sports programs encompass many activities, including snowboarding, hiking, skiing, and biking.
- Sustainable living projects include an active chicken coop, outdoor gardens, aquaponics, and an observatory beehive.
- The school is supported by an active and involved Parent Advisory Committee that organizes a large annual fundraising event, "Family Fun Night", with proceeds supporting student activities.



### **École-Sir-John-Franklin-High-School-(9-12)**

- École-Sir-John-Franklin-High-School-(ESJF)-offers-programming-from-Grades-9-to-12-in-English,-Core-French,-Post-Intensive-French,-and-French-Immersion.
- The-school-offers-a-dynamic-fine-arts-program-which-includes-music,-band, choir,-drama,-drama-tech,-and-visual-arts.
- An-extensive-trades-curriculum-and-work-experience-program-includes industrial-arts,-automotive-class,-culinary-arts,-robotics,-and-esthetics.
- SJF-offers-Indigenous-culture-programming-and-camps,-including-Wííłídeh language-instruction.
- Sports-Academy:-ESJF's-successful-sports-academy-focuses-on-volleyball, basketball,-and-high-performance-training.-Extra-curricular-sports-and-clubs-are also-offered.
- Supports-and-resources-are-available-to-students-struggling-in-school,-socially, or-at-home.
- National-and-international-travel-opportunities-are-available-to-students, including-volunteering,-scuba-club,-and-cultural-experiences.
- Night-classes-(Monday-to-Thursday-from-6:00-to-9:00-p.m.)-are-available-on-site.
- Alternate-programming-(the-Route-51-Learning-Institute)-is-available-during-the day-(10:00-a.m.-to-4:00-p.m.)-off-site.-Courses-are-offered-in-a-modular-based format.

### **Route-51-Learning**

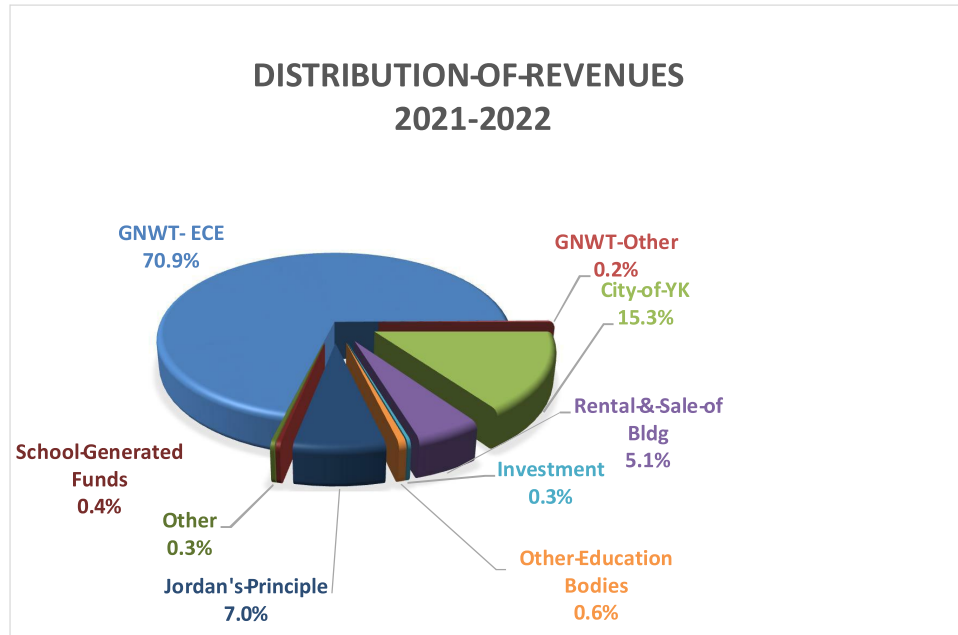
Route-51-Learning-Institute-is-an-alternate-high-school-program,-which-offers:

- a-flexible-schedule-designed-to-accommodate-students
- credits-for-work-experience
- smaller-student-to-teacher-ratio,-and-students-can-focus-on-one-course-at-a time



**Financial-Condition**

**Revenues-Chart**



**Revenues**

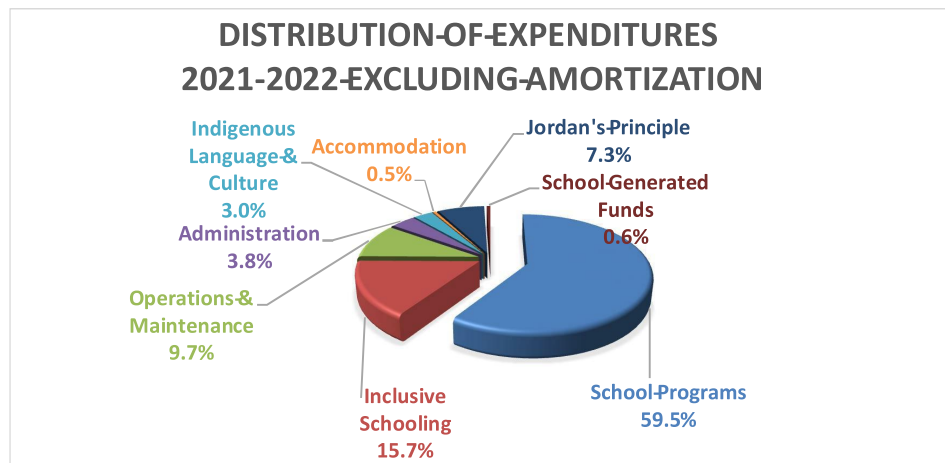
GNWT-ECE	31,879,913
GNWT-Other	110,425
City-of-YK-(Property-Taxation)	6,866,094
Rental	241,010
Sale-of-Building	2,051,030
Investment	115,661
Other-Education-Bodies	265,282
Jordan's-Principle	3,150,941
School-Generated-Funds	162,258
Other	146,683
<b>Total-Revenues</b>	<u><u>44,989,297</u></u>

Other-revenue-items-include-a-Federal-capital-contribution-for-a-Greenhouse-Gas (GHG)-Grant-of-\$1,063,233.



Funding-from-the-Department-of-Education,-Culture-and-Employment-(ECE)-makes up-70.9%-of-YK1's-revenues.-Property-taxation-revenue-is-15.3%,-Jordan's-Principle-is 7.0%.--Rental-Revenue-includes-rental-income-and-sale-proceeds-of-Nordic-Arms Apartment-Building.-GHG-Grant-is-federal-funding-for-the-installation-of-pellet-boilers at-Range-Lake-North-School-and-Mildred-Hall-School.-The-remainder-is-generated from-investment-income,-school-generated-funds-(trust),-other-education-bodies (superintendent-services,-enrolment-transfer),-other-revenue,-which-includes-various contributions-for-Schools,-and-District-Office-parking-lot-rentals.

**Expenses**



Expenses-(excluding-amortization)

School-Programs	25,726,392
Inclusive-Schooling	-6,769,176
Operations-&-Maintenance	-4,188,100
Administration	-1,655,824
Indigenous-Language-&-Culture	-1,285,860
Accommodation-(Nordic-Arms)	—219,430
Jordan's-Principle	-3,150,941
School-Generated-Funds	—238,398
<b>Total-Expenses</b>	<b><u>43,234,121</u></b>

Staff-accommodation-(Nordic-Arms)-is-net-of-an-environmental-liabilities-expense recovery-of-\$756,250.



Expenditure-allocations-are-based-on-the-Department-of-Education,-Culture-and Employment's-funding-formula.-78.1%-of-expenditures-consist-of-school-programs (59.5%),-Inclusive-Schooling-(15.7%),-and-Indigenous-Language-and-Culture-(3.0%) which-directly-relate-to-schools.-Jordan's-Principle-expenditures-are-also-directly related-to-schools,-and-account-for-(7.3%)-of-the-total-expenditure-allocation,-and-is federally-funded.

**Unrestricted-Surpluses**

The-accumulated-operating-surplus-is-the-overall-operations-of-the-District,-the decentralized-surplus-is-school-based-expenditures,-and-capital-surplus-is-for-major capital-expenditures,-Pellet-Boiler-reserve-is-25%-of-the-project-costs-as-per-the conditions-of-the-Green-House-Gas-Reduction-Grant-for-the-installation-of-new-pellet boilers-for-Range-Lake-North-School-and-Mildred-Hall-School.

Surplus	2021/2022	2020/2021	Change
Operating	3,276,102	547,344	+2,728,758
Capital	904,165	904,165	0
Pellet-Boiler	9,964	364,375	-354,411
Decentralized (Schools)	371,582	376,801	-5,219
<b>Total-Accumulated-Surplus</b>	<b>4,561,812</b>	<b>2,192,685</b>	<b>+2,369,128</b>
<b>Unfunded-by-ECE:-</b>			
Leave-and-Termination-Benefits	2,517,379	1,878,079	+639,300
	<b>7,079,191</b>	<b>4,077,472</b>	<b>+3,008,428</b>

--The-operating-surplus-increased-by-\$2,728,758,-mainly-due-to-the-sale-of-the-Nordic Arms-apartment-building

--The-decentralized-surplus-decreased-by-\$5,219

--The-Pellet-Boiler-Reserve-decreased-by-\$354,411,-due-to-the-completion-of-the installation-of-two-new-pellet-boilers.

The-overall-unrestricted-surplus-is-10.8%-( $\$4,561,812 / \$42,251,255$ )-of-the-total-2022/2023 budgeted-expenditures-excluding-amortization.

However,-the-Pellet-Boiler-reserve,-and-the-decentralized-surplus-are-internally restricted.-For-the-Authority's-purposes,-the-overall-unrestricted-surplus-excludes-those two-surpluses-at-June-30,-2022-is-9.89%-( $\$4,180,266 / \$42,251,255$ )-of-the-overall budgeted-expenditures.-However,-The-Board-of-Trustees-approved-a-deficit-budget



for-2022/2023-school-year-of-\$841,803,-which-reduces-the-unrestricted-surplus-to-7.9% (\$3,338,463/42,251,255).

The-accumulated-unrestricted-surplus-has-enabled-YK1-to-maintain-quality programming-for-students.

**Restricted Reserves**

**LED-Lights**

The-Department-of-Education,-Culture-and-Employment-has-agreed-to-allow-YK1-to maintain-unspent-utility-funding-to-be-used-for-conversion-of-current-lighting-to-LED lighting-in-the-schools-and-minor-capital-expenditures.-LED-lights-can-save-30%-or more-on-energy-costs.-ECE-has-agreed-to-allow-YK1-to-keep-all-utility-savings-which-is to-be-reinvested-into-LED-lighting-upgrades.-These-savings-were-the-result-of-prior-year utility-savings.-For-the-2021/2022-school-year-fuel-costs-increased-more-than-50%-due to-the-rise-in-heating-fuel-prices.-Utility-costs-exceed-funding-by-\$15,461.-The-LED lights-project-for-William-McDonald-School-is-completed-and-was-installed-by-Ryfan Electric.-DT-Electric-is-replacing-the-LED-lights-in-Sir-John-Franklin-High-School,-we anticipate-the-project-to-be-completed-this-summer.-The-expenditures-for-LED-lights this-year-will-is-\$120,512.

YK1-is-planning-to-continue-with-LED-lights-conversion-for-Mildred-Hall-School-and Range-Lake-North-School.

LED-Restricted	2021/2022	2020/2021	Change
Beginning-Balance	284,556	353,579	-69,023
Utility-Savings		+288,576	-288,576
Utility-Shortfall/-LED-Projects	-135,973	-357,599	+221,626
<b>Total-LED-Reserve</b>	<b>148,583</b>	<b>284,556</b>	<b>-135,973</b>

**School-Generated-Funds**

The-School-Generated-Funds-are-the-total-trust-funds-raised-by-students-and-staff-at the-school-held-in-trust-for-student-and-staff-directed-expenditures.-These-funds-are restricted-and-are-only-accessible-at-the-schools.

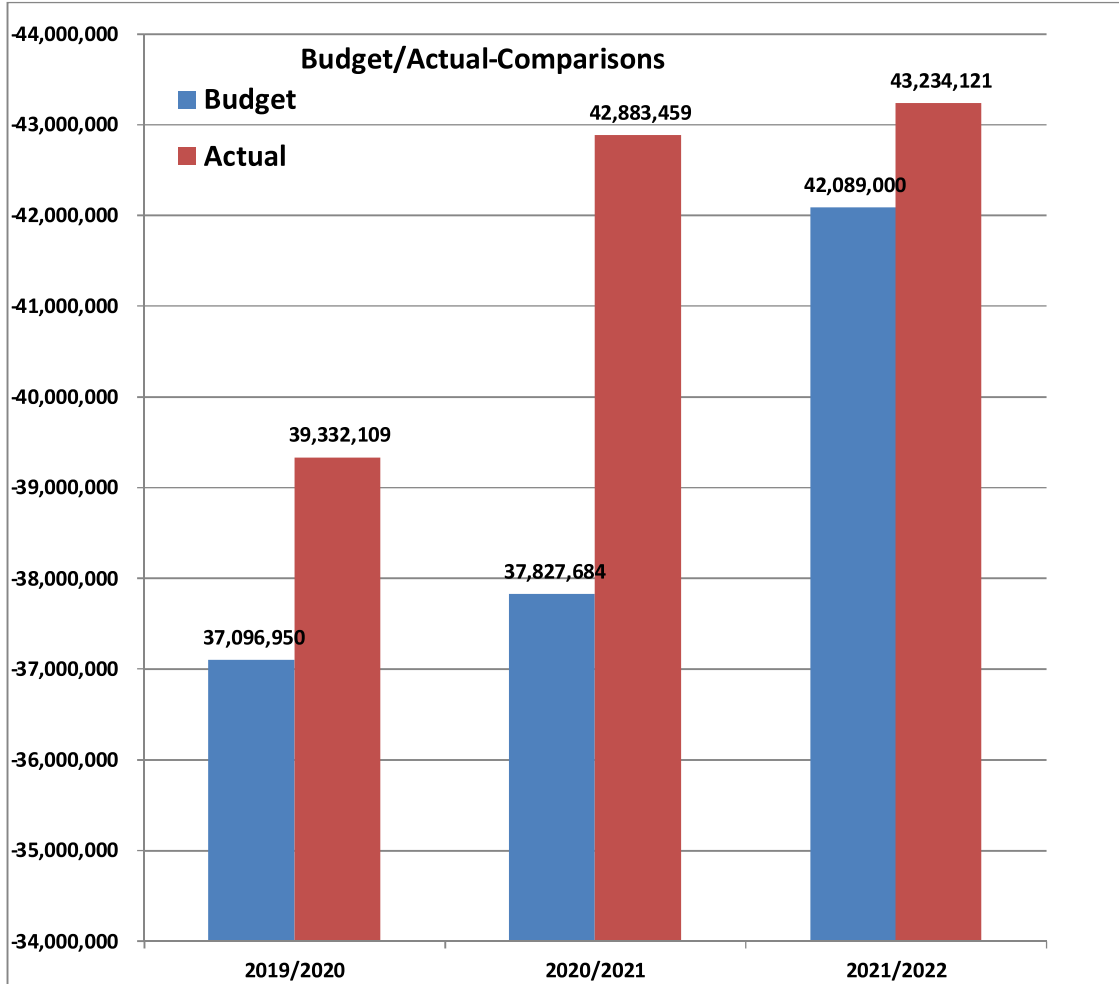
SGF-Restricted	2021/2022	2020/2021	Change
Beginning-Balance	737,811	731,104	+6,707
Net-Income-(loss)	-76,140	6,-707	-69,433





Balance,-end-of-year	661,671	737,811	-76,140
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Budget/Actual-Comparisons



YK1-revenues-are-higher-than-budgeted-by-\$2,900,297-due-to:

- ECE-regular-contribution-revenues-lower-by-\$53,897-due-to-the-following: funding-for-the-UNW-retroactive-funding-based-for-NWTTA-staff-wages-411,000, the-removal-of-insurance-funding-from-November-to-June-\$401,674,-and decrease-in-funding-for-termination-benefits-of-\$37,812.



- ECE-other-contribution-revenues-are-higher-by-\$749,675-due-to-COVID-19 funding-used-from-ECE-\$678,340,-and-additional-French-Funding-project increase-of-\$45,197.
- GNWT-other-contribution-revenue-is-from-the-Department-of-Municipal-and Community-Affairs-(MACA)-for-Active-After-School-\$76,500,-the-Department-of Health-and-Social-Services-for-Drop-the-Pop-Campaign-\$8,925-in-schools,-and the-Department-of-Environment-and-Natural-Resources-for-Taking-a-Kid Trapping-and-other-programs-\$25,000.
- Portfolio-Investment-income-lower-from-previous-years'-income-due-to-interest rate-decreases.
- Jordan's-Principle-Revenue-from-the-Federal-Government-is-a-total-of \$3,150,941.-Unspent-funds-\$1,261,520-due-to-lack-of-staff-will-be-returned-to-the Federal-Government.
- Nordic-Arms-rental-revenue-of-\$241,010-is-for-the-period-from-July-1,-2021-to March-31,-2022.-The-Building-was-sold-as-of-March-31,-2022-for-total-proceeds of-\$2,051,030.
- GHG-Grant-Revenue-is-\$1,063,233,-which-represents-75%-of-the-cost-of-the installation-of-pellet-boilers-at-Range-Lake-North-School-and-Mildred-Hall School.-The-YK1-board-of-trustees-approved-the-expenditure-for-the-remaining 25%-of-the-project-cost.
- School-Generated-Funds-is-total-trust-account-revenue-generated-by-the schools-for-the-school-year-\$162,258.
- Other-income-\$146,683-consists-of-the-following:
 

○ Breakfast-club-of-Canada	—36,200
○ Food-First-Foundation	—26,250
○ Menstrual-Products-Funding	—24,596
○ Elite-Commercial-Flooring	—2,500
○ Canadian-Tire	—5,000
○ District-Office-Parking-stall-rental	—25,760
○ Make-Way-Tides	—12,000
○ Book-Sales-(ILC)	—3,885
○ Miscellaneous	<u>—10,492</u>
Total	<u>\$146,683</u>

**YK1 expenses-variance-highlights-are:**

- School-Programs-has-a-negative-variance-of-\$933,392-due-to-unbudgeted salary-increase-of-1.5%,-and-an-increase-in-termination-benefits-accrual-based on-the-new-NWTTA-Collective-agreement.-This-is-due-to-the-fact-that-GNWT-did not-settle-the-contract-with-NWTTA-until-after-the-budget-was-approved.-The new-Collective-agreement-was-not-signed-until-February-2022.
- Inclusive-Schooling-costs-higher-than-budget-due-to-Salary-increase-of-1.5% and-increase-in-termination-accruals.
- Indigenous-Language-and-Culture-expenses-higher-than-budget-due-to-Salary increase-of-1.5%-and-increase-in-termination-accruals.



- Administration-costs-higher-than-budget-by-\$119,824-due-to-the-addition-of-an Assistant-Superintendent-Position-to-help-cover-sick-leave.
- Operations-and-Maintenance-costs-are-higher-due-to:
  - Insurance-costs-higher-than-funding-by-\$322,000-(insurance-funding-and cost-from-July-to-October-31)
  - Additional-O&M-costs

**Enrolment-and-Pupil-Teacher-Ratio-(PTR)**

Yellowknife-Education-District-No.1 -September-30,-2021	Enrolment		Teachers/ Admin-/PST		Early Childhood Instructors		Pupil/Teacher-ratio	
	K-12 Sep-21	JK Sep-21	K-12	JK	K-12	JK	K-12	JK
<b>School:</b>								
Mildred-Hall-School	255.00	26.00	18.50	2.00	13.78	13.00		
Itô School	259.00	48.50	19.00	4.00	13.63	12.13		
William-McDonald-School	253.50	-	18.50	-	13.70			
NJ-Macpherson-School	309.00	42.00	23.50	4.00	13.15	10.50		
Range-Lake-North-School	238.00	24.00	19.25	2.00	12.36	12.00		
Sir-John-Franklin-High-School	635.00	-	37.75	-	16.82			
<b>Total-District</b>	<b>1,949.5</b>	<b>140.5</b>	<b>136.50</b>	<b>12.00</b>	<b>14.28</b>	<b>11.71</b>		

Overall-enrolment-for-September-2021-was-2090-full-time-equivalent-students-(FTE)  
September-2020-was-2122.75,-a-decrease-of-32.75-full-time-equivalent-(FTE)-students  
from-September-2020.



## **Summary-of-2021/2022**

### **New-School:**

In-2021-2022,-YK1-is-taking-ownership-of-École-Itt'ò as-of-the-middle-of-August.-It-is-a brand-new-school-for-junior-kindergarten-to-grade-5.-Yellowknife-has-not-had-a-new school-for-more-than-20-years.

Thank-you-to-the-students-and-staff-at-William-McDonald-School-that-accommodated the-École-Itt'ò students-for-the-past-two-years-while-École-Itt'ò School-was-built.

### **New-Pellet-Boilers:**

In-partnership-with-the-Department-of-Infrastructure,-North-Slave-Office-of-the-GNWT, two-new-pellet-boilers-were-installed,-one-at-Range-Lake-North-School-and-one-at Mildred-Hall-School.-The-Pellet-boilers-will-help-with-the-rise-in-price-of-heating-oil-costs. The-installation-was-complete-just-in-time-for-winter-of-2022/2023.

### **New-LED-Lights:**

Thank-you-to-DT-Electric-for-the-installation-of-LED-Lights-at-Sir-John-Franklin-High School.-Thank-you-to-Ryfan-Electric-for-the-installation-of-LED-lights-at-William McDonald-School.-Thank-you-to-Department-of-Infrastructure-for-the-lighting-expertise and-Elvis-Beaudoin-our-Manager-of-Facilities-and-Maintenance.

### **COVID-19:**

Schools-were-faced-with-opening-with-COVID-19-health-and-safety-restrictions. Altogether,-schools-were-closed-to-in-person-instruction-for-41-days-during-the-2021-2022-school-year.-Thankfully,-schools-remained-open-for-the-rest-of-the-year-after January-24,-2022.-Funding-was-received-to-help-with-the-purchase-of-materials-and supplies-for-COVID-19-and-Custodians.

### **Insurance-&-Maintenance:**

The-Department-of-Education,-Culture-and-Employment,-the-Department-of-Finance, and-the-Department-of-Infrastructure-worked-with-both-YK1-and-YCS-to-agree-on-a memorandum-of-understanding-for-the-oversight-of-our-buildings-to-ensure-there-are sufficient-risk-mitigation-practices-in-order-for-the-GNWT-to-allow-both-school-boards-to be-included-in-the-GNWT-Insurance-program.-The-insurance-transfer-occurred-as-of November-1,-2021.-YK1-is-now-part-of-the-GNWT-insurance-and-the-funding-for insurance-is-transferred-to-GNWT-risk-management-department.



### **Sale-of-Nordic-Arms:**

The-GNWT-insurance-program-did-not-allow-the-Apartment-Building-Nordic-Arms-to-be included-as-part-of-their-insurance-program-due-to-the-fact-that-ownership-of-an apartment-building-was-not-consistent-with-the-mandate-of-an-education-authority. YK1-tried-to-purchase-insurance-from-a-private-provider-but-could-not-due-to-the-age of-the-building-and-the-hazardous-materials-in-the-building.-The-GNWT-gave-us-the deadline-for-ceasing-insurance-coverage-of-March-31,-2022.-YK1-board-of-trustees voted-to-sell-the-Nordic-Arms.-It-was-sold-to-NWT-Housing-Corporate-as-of-April-1,-2022.

### **School-achievements-and-successes-over-the-past-year:**

- All-YK1-schools-continued-to-offer-food-programs,-which-included-breakfast, lunch-and-snacks-for-students.
- When-schools-shut-down-due-to-COVID-19,-YK1-principals-provided-grocery-gift cards-to-families-of-students-who-normally-participate-in-breakfast-and-lunch programs-provided-by-schools.

### **Outlook-for-2022-2023**

- YK1-will-welcome-a-new-Superintendent/CEO,-Jameel-Aziz-on-August-15,-2022 following-the-departure-of-Dr.-Cindi-Vaselenak.
- A-new-Board-of-Trustees-will-be-elected-following-the-Trustee-election-on October-17,-2022.-Challenges-with-this-election-is-legislation-does-not-allow Education-Districts-to-use-mail-in-ballots-for-election-voting,-whereas-the-City-of Yellowknife-will-be-using-mail-in-ballots-and-in-person-voting.-YK1-will-be running-a-regular-election-with-in-person-voting.-We-will-work-with-the Department-of-Education-and-Department-of-MACA-to-align-the-election legislation-with-the-City-of-Yellowknife's-Municipal-election.-We-would-like-to use-mail-ballot-for-the-next-election-in-2026.
- Grade-allocations-at-YK1-schools-will-return-to-their-previous-models-(before construction-of-the-new-school-began),-meaning-École-Itt'ò-will-be-a-JK-5 school, École-William-McDonald-Middle-School-will-be-a-6-8-school,-and École Sir-John-Franklin-High-School-will-be-a-9-12-school.
- A-new-Basketball-court-is-being-installed-for-students-at-William-McDonald School.
- YK1-schools-remained-open-from-January-24,-2022-until-the-end-of-the-2021-2022-school-year,-June-27,-2022,-as-the-territory-dealt-with-the-latest-wave-of COVID-19.-YK1-will-continue-to-work-with-its-educational-partners-and-make decisions-based-on-the-best-advice-available-in-the-event-of-another-wave. Unspent-COVID-funds-from-previous-years-is-deferred-to-this-school-year-for COVID-related-expenditures.
- USW-Contract-Negotiations-to-start-fall-2022.-USW-contract-ended-June-30, 2022.



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Management Responsibility for Financial Reporting

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

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

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Yellowknife District No. 1 Education Authority have been conducted within the statutory powers of the Authority. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Authority's Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

Jameel Aziz  
Superintendent of Education / CEO  
Yellowknife District No. 1 Education Authority

Tram Do  
Director of Corporate Services  
Yellowknife District No. 1 Education Authority

## Independent Auditors' Report

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

#### Report on the Audit of the Consolidated Financial Statements

##### *Opinion*

We have audited the accompanying consolidated financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2022, consolidated statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2022, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

##### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

##### *Emphasis of Matter - Restated Comparative Information*

We draw attention to Note 37 to the consolidated financial statements, which explains that certain comparative information presented for the year ended June 30, 2021 has been restated. Our opinion is not modified in respect of this matter.

##### *Other Information*

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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## **Independent Auditors' Report (Continued)**

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

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

In preparing the financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

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

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

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.





## **Independent Auditors' Report (Continued)**

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

### *Report on Compliance with Specified Authorities*

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authority against which compliance was audited is the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the consolidated financial statements are in compliance with the specified authorities referred to above.

*Crowe MacKay LLP*

**Yellowknife, Northwest Territories  
September 27, 2022**

**Chartered Professional Accountants**



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Consolidated Statement of Financial Position**


**Statement 1**

As at June 30,	2022	2021 (Restated)
	\$	\$
<b>FINANCIAL ASSETS</b>		
Cash (Note 4)	10,007,034	10,052,626
Restricted cash (Note 6)	653,707	737,811
Portfolio Investments (Note 7)	4,140,000	-
Accounts Receivable (Note 8)	803,012	529,253
Due from Government of Canada (Note 13)	126,431	130,680
Deposit in Trust (Note 32)	39,856	1,457,500
	<b>15,770,040</b>	<b>12,907,870</b>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities (Note 10)	737,426	340,009
Payroll Liabilities (Note 10)	4,415,341	4,693,950
Vacation Payable (Note 10)	258,206	247,169
Deferred Revenue (Note 11)	1,026,837	2,268,421
Contribution Repayable (Note 12)	1,269,139	-
Post-employment benefits and compensated absences (Note 17)	2,517,379	1,878,079
Environmental Liabilities (Note 33)	179,651	935,901
	<b>10,403,979</b>	<b>10,363,529</b>
<b>NET FINANCIAL ASSETS</b>	<b>5,366,061</b>	<b>2,544,341</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible Capital Assets (Note 18)	13,255,964	10,243,484
Prepaid Expenses (Note 19)	6,006	670,711
	<b>13,261,970</b>	<b>10,914,195</b>
<b>ACCUMULATED SURPLUS (Note 34)</b>	<b>18,628,031</b>	<b>13,458,536</b>
<b>Represented by:</b>		
Operating Fund	3,276,102	547,344
Investment in Tangible Capital Assets	13,255,964	10,243,484
Decentralized Surplus	371,582	376,801
Pellet Boiler Reserve	9,964	364,375
Capital Fund Reserve	904,165	904,165
LED Reserve	148,583	284,556
School Generated Funds	661,671	737,811
	<b>18,628,031</b>	<b>13,458,536</b>

**Contractual Obligations (Note 21), Contingencies (Note 22)**

**Approved on behalf of the board:**

Trustee 

Trustee 



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Consolidated Statement of Operations

## Statement 2

For the year ended June 30,	2022	2022	2021
	Budget	Actual	(Restated)
	\$	\$	Actual
			\$
<b>REVENUES</b>			
<b>Government of the Northwest Territories</b>			
Regular contributions	30,528,938	<b>30,475,041</b>	30,271,058
Other contributions	123,000	<b>872,675</b>	1,263,232
French language revenues	487,000	<b>532,197</b>	544,600
<b>Total ECE (Note 29)</b>	<b>31,138,938</b>	<b>31,879,913</b>	32,078,890
<b>GNWT other contributions (Note 30)</b>	-	<b>110,425</b>	128,781
<b>Government of Canada - Jordan's Principle</b>	3,408,000	<b>3,150,941</b>	2,748,721
<b>Other education bodies</b>	237,500	<b>265,282</b>	227,633
<b>Property tax requisitioned</b>	6,845,000	<b>6,866,094</b>	6,831,265
<b>Education authority generated funds</b>			
Rental income	380,000	<b>241,010</b>	386,761
Sale of building	-	<b>2,051,030</b>	-
Portfolio investment income	60,000	<b>115,661</b>	89,346
School generated funds - revenues (Note 36)	-	<b>162,258</b>	258,474
Other	19,562	<b>146,683</b>	133,588
	459,562	<b>2,716,642</b>	868,169
<b>Total revenues</b>	<b>42,089,000</b>	<b>44,989,297</b>	42,883,459
<b>EXPENSES</b>			
School programs	24,793,000	<b>25,726,392</b>	25,245,239
Inclusive schooling	6,720,000	<b>6,769,176</b>	6,544,866
Staff accommodations	266,000	<b>219,430</b>	236,651
Operations and maintenance	4,103,000	<b>4,188,100</b>	5,035,956
Administration	1,536,000	<b>1,655,824</b>	1,455,224
Indigenous language/cultural programs	1,263,000	<b>1,285,860</b>	1,212,545
Jordan's Principle	3,408,000	<b>3,150,941</b>	2,748,721
Amortization	-	<b>1,428,771</b>	944,729
School generated funds - expenses (Note 36)	-	<b>238,398</b>	251,767
<b>Total operating expenses</b>	<b>42,089,000</b>	<b>44,662,892</b>	43,675,698
<b>Operating surplus (deficit) before other items</b>	-	<b>326,405</b>	(792,239)
<b>OTHER ITEMS</b>			
<b>GNWT ECE infrastructure contributions</b>	-	<b>3,023,607</b>	-
<b>Grant in-kind - GNWT assets provided at no cost (Note 20)</b>	-	<b>200,074</b>	177,419
<b>Rent expense - GNWT assets provided at no cost (Note 20)</b>	-	<b>(200,074)</b>	(177,419)
<b>Federal capital contributions - Greenhouse Gas (GHG) Grant</b>	-	<b>1,063,233</b>	31,875
<b>Recovery of environmental liabilities</b>	-	<b>756,250</b>	-
<b>Operating surplus (deficit)</b>	-	<b>5,169,495</b>	(760,364)



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Consolidated Statement of Operations (Continued)**

**Statement 2**

<b>For the year ended June 30,</b>	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Budget</b>	<b>Actual</b>	<b>(Restated)</b>
	<b>\$</b>	<b>\$</b>	<b>Actual</b>
			<b>\$</b>
<b>Opening accumulated surplus, as previously stated</b>	12,727,432	<b>12,727,432</b>	13,487,796
<b>Correction of accounting error (Note 37)</b>	-	<b>731,104</b>	731,104
<b>Opening accumulated surplus, as restated</b>	-	<b>13,458,536</b>	14,218,900
<b>Closing accumulated surplus</b>	12,727,432	<b>18,628,031</b>	13,458,536



**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>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Budget</b>	<b>Actual</b>	<b>(restated)</b>
	<b>\$</b>	<b>\$</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>
Operating surplus (deficit)	-	<b>5,169,495</b>	(760,364)
Acquisition of tangible capital assets	-	<b>(4,441,251)</b>	(42,500)
Amortization of tangible capital assets	-	<b>1,428,771</b>	944,729
	-	<b>2,157,015</b>	141,865
Purchase of prepaid expenses	-	<b>(6,006)</b>	(670,711)
Use of prepaid expenses	-	<b>670,711</b>	351,704
	-	<b>664,705</b>	(319,007)
<b>Increase (decrease) in net financial assets</b>	-	<b>2,821,720</b>	(177,142)
<b>Net financial asset at beginning of year</b>	-	<b>2,544,341</b>	2,721,483
<b>Net financial asset at end of year</b>	-	<b>5,366,061</b>	2,544,341



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Consolidated Statement of Cash Flows**

**Statement 4**

For the year ended June 30,	2022 \$	2021 \$
<b>OPERATING TRANSACTIONS</b>		
Operating surplus (deficit)	5,169,495	(760,364)
<b>Items not affecting cash:</b>		
Amortization	1,428,771	944,729
Decrease (increase) in restricted cash	84,104	(6,707)
GNWT ECE infrastructure contributions (Note 23)	(3,023,607)	-
<b>Changes in non-cash assets and liabilities</b>		
Decrease (increase) in due from Government of Canada	4,249	(37,868)
Decrease (increase) in accounts receivable	(273,759)	48,461
Increase (decrease) in accounts payable	397,417	(256,299)
Increase (decrease) in payroll liabilities	(278,609)	119,858
Decrease in environmental liabilities	(756,250)	-
Increase (decrease) in leave and termination benefits	639,300	266,152
Increase (decrease) in vacation payable	11,037	(37,542)
Increase (decrease) in deferred revenue	(1,241,584)	1,556,978
Increase in contribution payable	1,269,139	-
Increase (decrease) in prepaid expenses	664,705	(319,006)
<b>CASH PROVIDED BY OPERATING TRANSACTIONS</b>	<b>4,094,408</b>	<b>1,518,392</b>
<b>INVESTING TRANSACTION</b>		
Disposition of portfolio investments	-	2,126,244
Acquisition of portfolio investments	(4,140,000)	-
<b>CASH PROVIDED BY INVESTING TRANSACTION</b>	<b>(4,140,000)</b>	<b>2,126,244</b>
<b>CAPITAL TRANSACTIONS</b>		
Acquisition of tangible capital assets	(1,417,644)	(42,500)
Receipt (payment) of deposit in trust for pellet boilers	1,417,644	(1,457,500)
<b>CASH USED FOR CAPITAL TRANSACTIONS</b>	<b>-</b>	<b>(1,500,000)</b>
<b>INCREASE (DECREASE) IN CASH</b>	<b>(45,592)</b>	<b>2,144,636</b>
<b>CASH AT BEGINNING OF YEAR</b>	<b>10,052,626</b>	<b>7,907,990</b>
<b>CASH AT END OF YEAR</b>	<b>10,007,034</b>	<b>10,052,626</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Details of Expenses

## Statement 5

For the year ended June 30,	Operations					Jordan's Principle	Transfer and Other	Total 2022	Budget 2022	Total 2021
	School Programs	Inclusive Schooling	Staff Accommodation	Maintenance	Administration					
<b>SALARIES</b>										
Honoraria	-	-	-	-	79,020	-	-	121,642	179,557	101,127
Instructional assistants	1,152,643	2,210,518	-	-	-	1,891,210	-	5,445,910	5,166,926	4,900,208
Non-instructional staff	2,395,345	154,512	17,100	498,727	1,308,127	286,449	-	4,660,260	4,087,907	3,988,963
Teachers	14,907,071	2,737,910	-	-	-	433,590	-	18,713,707	19,094,287	19,149,281
	18,455,059	5,102,940	17,100	498,727	1,387,147	2,611,249	-	28,941,519	28,528,677	28,139,579
<b>EMPLOYEE BENEFITS</b>										
Employee benefits/allowances	3,585,853	1,021,274	-	100,074	215,655	420,933	-	5,494,008	5,898,967	5,272,094
Leave and termination benefits	557,996	197,761	-	18,442	(173,876)	38,976	-	639,299	-	252,754
	4,143,849	1,219,035	-	118,516	41,779	420,933	-	6,133,307	5,898,967	5,524,848
<b>SERVICES PURCHASED</b>										
Advertising and printing	-	-	-	-	13,673	-	-	13,673	46,980	38,378
Communication	78,603	4,883	-	6,780	39,128	-	-	129,394	131,100	156,877
Contracted services	493,003	159,872	71,906	689,300	53	11,000	-	1,517,196	1,673,014	2,403,976
Maintenance and repairs	62,139	72,759	25,950	911,265	7,829	-	-	1,079,942	916,141	1,112,664
Other	165,644	-	2,885	-	108,093	-	-	276,622	254,003	589,654
Professional and technical	379,082	97,808	-	-	11,120	26,471	-	542,413	530,727	517,027
Rentals and leases	159,037	-	-	-	4,227	-	-	163,264	166,700	152,132
Student transportation	438,373	5,833	-	-	-	-	-	446,857	600,000	421,145
Travel	178,302	-	-	-	-	-	-	180,334	100,000	119,009
Utilities	-	-	-	-	-	-	-	-	-	-
Heating	-	-	47,094	800,552	-	-	-	847,646	846,797	566,936
Electricity	-	-	25,758	920,698	-	-	-	946,456	987,000	893,596
Water/Sewage	-	-	27,257	205,394	-	-	-	232,651	184,000	206,221
	1,954,183	341,155	200,850	3,533,989	184,123	37,471	-	6,376,448	6,436,462	7,177,615
<b>MATERIALS</b>										
Awards and student events	1,936	-	-	-	19,701	-	-	21,637	-	11,630
Freight	3,003	-	-	2,553	153	-	-	5,709	22,200	6,584
Materials and supplies	1,168,362	106,046	1,480	34,315	22,921	81,288	238,398	1,755,501	1,202,694	1,870,713
	1,173,301	106,046	1,480	36,868	42,775	81,288	238,398	1,782,847	1,224,894	1,888,927
<b>AMORTIZATION</b>										
	-	-	-	-	-	-	1,428,771	1,428,771	-	944,729
<b>Total operating expenses</b>	25,726,392	6,769,176	219,430	4,188,100	1,655,824	3,150,941	1,667,169	44,662,892	42,089,000	43,675,698



# 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 2022 \$
<b>SALARIES</b>					
Regional coordinator	154,512	-	-	-	<b>154,512</b>
Program support teachers/counsellors	2,191,873	22,259	-	523,778	<b>2,737,910</b>
Support assistants	2,210,518	-	-	-	<b>2,210,518</b>
	4,556,903	22,259	-	523,778	<b>5,102,940</b>
<b>EMPLOYEE BENEFITS</b>	1,126,239	-	-	92,796	<b>1,219,035</b>
<b>SERVICES PURCHASED</b>					
Professional and technical	97,808	-	-	-	<b>97,808</b>
Student transportation	5,833	-	-	-	<b>5,833</b>
Advertising and printing	4,883	-	-	-	<b>4,883</b>
Maintenance and repairs	72,759	-	-	-	<b>72,759</b>
Other contracted services	76,138	83,734	-	-	<b>159,872</b>
	257,421	83,734	-	-	<b>341,155</b>
<b>MATERIALS</b>					
Materials and supplies	8,237	17,009	53,917	26,883	<b>106,046</b>
<b>Total operating expenses</b>	<b>5,948,800</b>	<b>123,002</b>	<b>53,917</b>	<b>643,457</b>	<b>6,769,176</b>





**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Details of Indigenous Language and Culture-Based Education Expenses**

**Statement 7**

<b>For the year ended June 30,</b>	Indigenous Education \$	Our Languages Curriculum Resource Development \$	Community Support \$	<b>Total 2022 \$</b>
<b>SALARIES</b>				
Regional ILE coordinators	131,906	-	-	<b>131,906</b>
Indigenous language instruction	239,246	175,213	-	<b>414,459</b>
ILE substitutes	3,465	-	-	<b>3,465</b>
Cultural resource staff	205,854	(730)	71,721	<b>276,845</b>
Elders in schools	-	23,099	19,523	<b>42,622</b>
	<b>580,471</b>	<b>197,582</b>	<b>91,244</b>	<b>869,297</b>
<b>EMPLOYEE BENEFITS</b>	<b>144,188</b>	<b>30,353</b>	<b>14,654</b>	<b>189,195</b>
<b>SERVICES PURCHASED</b>				
Professional/technical services	27,932	-	-	<b>27,932</b>
Travel	2,032	-	-	<b>2,032</b>
Student transportation (busing)	-	-	2,651	<b>2,651</b>
Other contracted services	-	-	92,062	<b>92,062</b>
	<b>29,964</b>		<b>94,713</b>	<b>124,677</b>
<b>MATERIALS</b>				
Materials	55,377	8,646	38,668	<b>102,691</b>
<b>TOTAL</b>	<b>810,000</b>	<b>236,581</b>	<b>239,279</b>	<b>1,285,860</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Report on Activities of Specific Programs

Statement 8

### French Language Program

#### BILATERAL AGREEMENT FUNDING

For the year ended June 30, 2022

	Contribution from the Department \$	Commitment from the Authority \$	Expenses \$	Over (under) funding \$
Teacher assistants (Staff)	35,000	35,000	93,674	(23,674)
French immersion pedagogy specialist	70,000	55,000	88,480	36,520
Intensive & PIF French coach (staff)	35,000	12,000	48,081	(1,081)
Intensive & PIF French (staff)	70,000	430,000	520,734	(20,734)
Intensive PIF (elective courses)	3,000	1,000	-	4,000
Special Projects				
French camps	27,000	3,000	25,707	4,293
Assessment, intensive & PIF	30,000	5,000	41,590	(6,590)
French resources	35,000	5,000	61,065	(21,065)
Cultural activities	7,000	2,000	6,880	2,120
Professional development	30,000	6,000	26,490	9,510
Consultant	80,000	140,000	150,982	69,018
Language coach (salary) reading recovery	35,500	-	22,689	12,811
Neurolinguistic resource development	8,000	-	8,664	(664)
Updating resources	4,500	-	5,192	(692)
Supporting SSDEC, DBEC and SDEC (partnership)	4,500	-	9,139	(4,639)
Peer observation/shadowing partnership	4,500	-	5,192	(692)
Special project - FSL video clip	29,910	19,940	50,713	(863)
<b>Total</b>	<b>508,910</b>	<b>713,940</b>	<b>1,165,272</b>	<b>57,578</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,

	<b>2022</b> Budget \$	<b>2022</b> Actual \$
<b>Revenues</b>		
Government of the Northwest Territories	123,000	<b>123,000</b>
Carry Forward from 2020-2021	77,011	<b>77,011</b>
<b>Total revenues</b>	<b>200,011</b>	<b>200,011</b>
<b>Expenses</b>		
<b>Salaries/Wages</b>		
Substitute teacher wages	22,258	<b>22,258</b>
<b>Other Expenses</b>		
Materials and supplies	109,421	<b>83,734</b>
<b>Total operating expenses</b>	<b>131,679</b>	<b>105,992</b>
<b>Surplus</b>	<b>68,332</b>	<b>94,019</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Report on Activities of Specific Programs

Statement 10

Jordan's Principle

	June 30, 2022 Budget \$	June 30, 2022 Actual \$	June 30, 2021 Actual \$	July 1, 2021 - March 31, 2022 Actual \$	April 1, 2022 - June 30, 2022 Actual \$
<b>Revenue</b>					
Government of Canada					
- First Nations and Inuit Health Branch	4,358,324	4,358,324	2,866,943	3,025,798	1,332,526
Carry forward from previous year	790,618	790,618	614,452	790,618	-
Carry forward from previous year - returned	(732,673)	(732,673)	-	(732,673)	-
Contributions not received	(3,808)	(3,808)	-	-	(3,808)
<b>Total Revenue</b>	<b>4,412,461</b>	<b>4,412,461</b>	<b>3,481,395</b>	<b>3,083,743</b>	<b>1,328,718</b>
<b>Expenses</b>					
Administration	395,590	286,449	249,884	187,952	98,497
Personnel	3,884,961	2,772,203	2,396,890	1,829,350	942,853
Materials and supplies	117,318	81,288	72,548	43,572	37,716
Evaluation	18,400	11,000	29,400	6,600	4,400
<b>Total Operating Expenses</b>	<b>4,416,269</b>	<b>3,150,940</b>	<b>2,748,722</b>	<b>2,067,474</b>	<b>1,083,466</b>
<b>Net Surplus/(Deficit)</b>	<b>(3,808)</b>	<b>1,261,521</b>	<b>732,673</b>	<b>1,016,269</b>	<b>245,252</b>
<b>Deferred Revenue</b>	<b>(3,808)</b>	<b>1,261,521</b>	<b>732,673</b>	<b>1,016,269</b>	<b>245,252</b>



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Statement of Utilities Expenses - Unaudited**

**Statement 11**

For the Year Ended June 30, 2022

School Year	2021-2022	2020-2021	2019-2020	2018-2019	Total Expense	Avg Expense
	Expense	Expense	Expense	Expense		
<b>Fuel Oil</b>	\$ 514,203	\$ 388,209	\$ 579,220	\$ 635,999	\$ 2,117,630	\$ 705,877
<b>Electricity</b>	\$ 920,698	\$ 893,595	\$ 956,408	\$ 1,019,158	\$ 3,789,859	\$ 1,263,286
<b>Pellets</b>	\$ 286,349	\$ 178,727	\$ 163,310	\$ 192,471	\$ 820,857	\$ 273,619
<b>Water</b>	\$ 152,712	\$ 161,059	\$ 165,838	\$ 160,656	\$ 640,264	\$ 213,421
<b>Garbage</b>	\$ 52,683	\$ 45,163	\$ 54,542	\$ 47,606	\$ 199,994	\$ 66,665
<b>Total Operating Expense</b>	<b>\$ 1,926,644</b>	<b>\$ 1,666,752</b>	<b>\$ 1,919,318</b>	<b>\$ 2,055,889</b>	<b>\$ 7,568,603</b>	<b>\$ 2,522,868</b>



**June 30, 2022**

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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 Authority.

## **2. Significant Accounting Policies**

### **a) Basis of Accounting**

The financial statements of the Authority have been prepared in accordance with Canadian Public Sector Accounting Standards ("PSAS") as recommended by the Public Sector Accounting Board ("PSAB") of the Chartered Professional Accountants of Canada.

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



**June 30, 2022**

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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, 2022**

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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, vacation payable, contribution repayable, and environmental liabilities.

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

### **e) Non-financial Assets**

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the normal course of operations. The change in non-financial assets during the year, together with the operating surplus (deficit), provides the change in net financial assets for the year.





**June 30, 2022**

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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, are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year end, are recorded as deferred revenue.

The GNWT may contribute some tangible capital assets to the Authority. The contributed tangible capital assets are recorded at fair value at the date of contribution in the Consolidated Statement of Financial Position, with a corresponding amount as a contribution revenue in the Consolidated Statement of Operations.

The GNWT retains ownership of some tangible capital assets used by the Authority. These assets are used by the Authority and held on behalf of, or in trust for, the GNWT are not recognized by the Authority in the Consolidated Statement of Financial Position.

The Consolidated Statement of Operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue for the assets provided at no cost.



**June 30, 2022**

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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 Consolidated Statement of Operations as the stipulation liabilities are settled.

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

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

#### **GNWT - Regular Contributions:**

The regular contributions from the Government of the Northwest Territories ("GNWT") is determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the Government of the Northwest Territories.



**June 30, 2022**

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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 reasonably estimated.



**June 30, 2022**

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## **2. Significant Accounting Policies (Continued)**

### **School Generated Funds**

School generated funds are generated at the school level from fundraising, which may include the proceeds of fundraising, contributions or fees paid to a specific planned benefit. These revenues are recorded when received.

### **h) Budget Data**

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

The final priorities and funding allocations are determined by the Board of Trustees at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget.

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

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

This annual budget includes estimates of revenues and expenses for the Operating fund surplus (deficit) along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Board.

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the the original Minister approved budget for the school year. Schools carry forward surplus or deficit amounts from their school budgets.



**June 30, 2022**

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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, 2022**

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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, the Pellet Boiler reserve, and school generated funds.

#### **Operating Fund Surplus**

The Operating fund surplus is the general operating fund of the Authority in which all transactions concerned with current operations are recorded. Substantially all territorial, local (primarily property tax), and other operating revenue is accounted for in the Operating fund surplus. In accordance with accounting principles that are considered appropriate for organizations of this type, tangible capital assets acquired and debenture debt repayment that are financed with operating funds are treated as expenses in the Operating fund surplus and then transferred to the Investment in tangible capital asset fund. The Operating fund also accounts for expenses and contributions to or from other funds (transfers) which provide for day-to-day operations. In summary, the Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized surplus.

#### **Investment in Tangible Capital Assets**

Investment in tangible capital assets is used to account for financial transactions related to the acquisition of tangible capital assets in excess of \$50,000.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to Investment in tangible capital assets. This results in a corresponding increase in the equity in tangible capital assets.



**June 30, 2022**

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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 \$9,964 remaining) of the estimated cost of the installation of pellet boilers for Mildred Hall School and Range Lake North School.

### **School Generated Funds**

School generated funds are generated at the school level from fundraising, and used in a number of different ways to enhance the development of educational activities and to support school initiatives. The school generated funds are internally restricted as to purpose. Examples might include student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

A summary of school generated funds administered by the Authority is disclosed in Note 36.

### **p) Inter-entity transactions**

Inter-entity transactions are transactions between commonly controlled entities and GNWT departments.

Inter-entity transactions are recorded at the exchange amount when they are undertaken on similar terms and conditions to those adopted if the entities were dealing at arm's length.



**June 30, 2022**

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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**

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

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

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

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





**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

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**June 30, 2022**

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**4. Cash**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Cash	<b>10,660,741</b>	10,790,437

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The cash is held in a bank account with RBC and is invested with the GNWT's investment pool.

**5. Special Purpose Funds**

The Authority does not have special purpose funds.



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

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June 30, 2022

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### 6. Restricted Cash

The Authority has restricted cash generated by schools in the amount of \$653,707 (2021 - \$737,811).

### 7. Portfolio Investments

	2022	2021
	\$	\$
RBC Dominion Securities Investment 1		
Balance at June 30	1,001,600	-
Dollar Value of Interest earned	1,600	-
Cost of Investment	1,000,000	-
Market Value	1,001,600	-

Date Purchased: 14 June 2022

Term of Investment: 1 year

Maturity Date: 14 June 2023

Annual Interest Rate: 3.650%

	2022	2021
	\$	\$
RBC Dominion Securities Investment 2		
Balance at June 30	1,142,074	-
Dollar Value of Interest earned	2,074	-
Cost of Investment	1,140,000	-
Market Value	1,142,074	-

Date Purchased: 14 June 2022

Term of Investment: 2 years

Maturity Date: 14 June 2024

Annual Interest Rate: 4.150%



(the "Authority")

**Notes to Consolidated Financial Statements**

**June 30, 2022**

**7. Portfolio Investments (Continued)**

	<b>2022</b>	2021
	<b>\$</b>	<b>\$</b>
RBC Dominion Securities Investment 3		
Balance at June 30	<b>1,001,863</b>	-
Dollar Value of Interest earned	<b>1,863</b>	-
Cost of Investment	<b>1,000,000</b>	-
Market Value	<b>1,001,863</b>	-

Date Purchased: 14 June 2022  
 Term of Investment: 3 years  
 Maturity Date: 16 June 2025  
 Annual Interest Rate: 4.250%

	<b>2022</b>	2021
	<b>\$</b>	<b>\$</b>
RBC Dominion Securities Investment 4		
Balance at June 30	<b>1,001,907</b>	-
Dollar Value of Interest earned	<b>1,907</b>	-
Cost of Investment	<b>1,000,000</b>	-
Market Value	<b>1,001,907</b>	-

Date Purchased: 14 June 2022  
 Term of Investment: 4 years  
 Maturity Date: 15 June 2026  
 Annual Interest Rate: 4.350%

These are guaranteed investment certificates ("GIC") with RBC Investment Securities with fixed income interest rates and fixed term dates. The investments are low risk to the Authority. The total investments with prior year comparative figures are presented below:

	<b>2022</b>	2021
	<b>\$</b>	<b>\$</b>
RBC Dominion Securities Investment 1	<b>1,001,600</b>	-
RBC Dominion Securities Investment 2	<b>1,142,074</b>	-
RBC Dominion Securities Investment 3	<b>1,001,863</b>	-
RBC Dominion Securities Investment 4	<b>1,001,907</b>	-
<b>Total portfolio investments</b>	<b>4,147,444</b>	-



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

**June 30, 2022**

**8. Accounts Receivable**

	<b>2022</b>	2021
	\$	\$
Accrued interest receivable	<b>22,444</b>	6,842
Due from other related parties (Note 23)	<b>773,512</b>	515,641
Due from Government of the Northwest Territories (Note 23)	<b>1,500</b>	2,948
Other	<b>5,556</b>	3,822
<b>Total</b>	<b>803,012</b>	529,253

Allowance for doubtful accounts at June 30, 2022 is \$88,625 (2021 - \$nil).

**9. Inventories**

There is no inventory recorded as at June 30, 2022.

**10. Accounts Payable and Accrued Liabilities**

	<b>2022</b>	2021
	\$	(restated) \$
Accrued interest	-	46
Damage deposits	-	27,470
School Generated Trust Accounts - carry over balances (Note 36)	<b>(7,965)</b>	6,707
Trade payables	<b>651,371</b>	305,786
SSI Accrual	<b>94,020</b>	-
	<b>737,426</b>	340,009

<b>Payroll Liabilities</b>	<b>2022</b>	2021
	\$	\$
To teachers (July & August wages & deferred NEBS pension)	<b>4,415,341</b>	4,693,950
Vacation payable (annual leave)	<b>258,206</b>	247,169
	<b>4,673,547</b>	4,941,119



**June 30, 2022**

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**11. Deferred Revenue**

Deferred revenue consists of contributions or revenues received from contributors for expenses not yet incurred.

	<b>2022</b>	2021
	\$	\$
Nordic Arms Prepaid Rent	-	6,390
Jordan's Principal - Government of Canada	-	732,672
GNWT ECE - Covid & French Videos	<b>870,535</b>	1,529,359
Menstrual Product Federal Funding	<b>156,302</b>	-
	<b>1,026,837</b>	2,268,421

**12. Contribution Repayable**

Contribution repayable consists of contribution or revenue received from funders that will be repaid within the next year.

	<b>2022</b>	2021
	\$	\$
Jordan's Principal - Government of Canada	<b>1,261,520</b>	-
Active After School - GNWT MACA	<b>7,619</b>	-
	<b>1,269,139</b>	-



**June 30, 2022**

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**13. Due from Government of Canada**

	<b>2022</b>	2021
	\$	\$
GST Receivable	<b>126,431</b>	130,680

**14. Capital Lease Obligations**

The Authority does not have any capital lease obligations.

**15. Pension**

The Authority makes contributions to the Northern Employee Benefits ("NEBS") Pension Plan ("the Plan"), which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$4,965,043. The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$193,715 as at January 2022, and \$183,838 as at January 2021. The maximum monthly contributions is \$3,420 as at January 2022, and \$3,246 as at January 2021.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 3,655 Employee Members and 118 Employer Members (total active, disabled and on leave: 2,046).

As of January 1, 2022, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$65,900,000 - funded ratio 124% (2021 - \$45,100,000 and 118%) on a going concern valuation basis.

As of April 2004, the OSFI has exempted NEBS from compliance with the *Pension Benefits Standards Act*. On April 2015, the Legislative Assembly passed The *Northern Employee Benefits Act* (Bill 12) which was enacted October 1, 2015.

**16. Long-Term Debt**

The Authority does not have long-term debt.



**June 30, 2022**

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## **17. Post-employment Benefits and Compensated Absences**

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

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

Compensated absence benefits for all staff are accrued as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology. The Authority has included an additional severance of \$1,322,108 (2021 - \$441,757) as a plan amendment.

### **Valuation results**

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



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

**June 30, 2022**

**17. Other Employee Future Benefits and Compensated Absences (Continued)**

<b>Changes in Obligation</b>	<b>Severance and Removal \$</b>	<b>Compensated Absences \$</b>	<b>2022 \$</b>	<b>2021 \$</b>
Accrued benefit obligation				
beginning of year	782,070	396,456	1,178,526	1,248,268
Current period benefit cost	79,797	35,294	115,091	118,644
Interest accrued	26,565	13,411	39,976	34,622
Benefits payments	(280,640)	(50,691)	(331,331)	(275,484)
Actuarial (gain)/loss	240,742	(39,626)	201,116	52,472
Plan amendments	1,322,108	1,511	1,323,619	441,757
<b>Accrued benefit obligation end of year</b>	<b>2,170,642</b>	<b>356,355</b>	<b>2,526,997</b>	<b>1,620,279</b>
Unamortized net				
actuarial loss/(gain)	(211,057)	201,439	(9,618)	257,800
<b>Total employee future benefits and compensated absences</b>	<b>1,959,585</b>	<b>557,794</b>	<b>2,517,379</b>	<b>1,878,079</b>
<b>Benefits expense</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current period benefit cost	79,797	35,294	115,091	118,644
Interest accrued	26,565	13,411	39,976	34,626
Amortization of net actuarial (gain)/loss	(93,242)	46,177	(47,065)	(53,387)
Plan amendments	272,122	1,511	273,633	-
<b>Total benefits expense</b>	<b>285,242</b>	<b>96,393</b>	<b>381,635</b>	<b>99,883</b>





**June 30, 2022**

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**17. Other Employee Future Benefits and Compensated Absences (Continued)**

The discount rate used in the 2022 fiscal year to determine the accrued benefit obligation was an average of 4.1% (2021 - 3.3%). The expected payments during the next five fiscal years are:

	<b>Severance and Removal</b>	<b>Compensated Absences</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
2023	291,443	30,462	<b>321,905</b>
2024	201,066	32,783	<b>233,849</b>
2025	132,579	35,447	<b>168,026</b>
2026	132,624	37,515	<b>170,139</b>
2027	136,773	41,877	<b>178,650</b>
2028-2032	671,428	235,134	<b>906,562</b>
<b>Total</b>	<b>1,565,913</b>	<b>413,218</b>	<b>1,979,131</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

June 30, 2022

### 18. Tangible Capital Assets

	Cost	Additions	Transfers	Disposals	Amortization	Accumulated Amortization beginning of year	Accumulated Amortization	2022	2021
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Land and improvements</b>	1,299,476	-	-	-	-	-	-	1,299,476	1,299,476
<b>School buildings</b>									
Ecole Sir John Franklin	2,253,436	-	-	-	(56,246)	(1,304,529)	(1,360,775)	892,661	948,907
William McDonald	7,078,328	2,567,720	-	-	(507,543)	(6,901,370)	(7,408,913)	2,237,135	176,958
Mildred Hall	11,110,255	708,822	-	-	(317,035)	(7,138,220)	(7,455,255)	4,363,822	3,972,035
Range Lake North	8,237,109	708,822	-	-	(241,900)	(5,751,101)	(5,993,001)	2,952,930	2,486,008
N. J. Macpherson	5,329,162	-	-	-	(136,459)	(4,498,667)	(4,635,126)	694,036	830,495
	34,008,290	3,985,364	-	-	(1,259,183)	(25,593,887)	(26,853,070)	11,140,584	8,414,403
<b>Other buildings</b>									
Administration office	1,070,827	-	-	-	(26,771)	(749,579)	(776,350)	294,477	321,248
Nordic Arms residence	595,205	-	-	(595,205)	-	(595,205)	-	-	-
<b>Total land and buildings</b>	36,973,798	3,985,364	-	(595,205)	(1,285,954)	(26,938,671)	(27,629,420)	12,734,537	10,035,127
<b>Equipment and furnishings</b>									
Schools	4,685,576	-	-	(1,322,698)	(49,932)	(4,538,528)	(3,265,762)	97,116	147,048
Playgrounds	149,972	455,887	-	-	(80,451)	(149,972)	(230,423)	375,436	-
Residences	64,045	-	-	(64,045)	-	(64,045)	-	-	-
Administration office	322,132	-	-	-	-	(322,132)	(322,132)	-	-
Vehicles	319,413	-	-	-	(12,434)	(258,104)	(270,538)	48,875	61,309
	5,541,138	455,887	-	(1,386,743)	(142,817)	(5,332,781)	(4,088,855)	521,427	208,357
	42,514,936	4,441,251	-	(1,981,948)	(1,428,771)	(32,271,452)	(31,718,275)	13,255,964	10,243,484



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

**June 30, 2022**

**19. Prepaid Expenses**

	<b>2022</b>	2021
	\$	\$
Insurance	-	665,403
Materials and Supplies	<b>6,006</b>	5,308
	<b>6,006</b>	670,711

**20. GNWT Assets Provided at no Cost**

The following assets were provided to the Authority by the GNWT at no cost.

	Cost	Accumulated	<b>2022</b>	2021
	\$	Amortization	<b>Net Book</b>	Net Book
		\$	<b>Value</b>	Value
			\$	\$
Ecole Sir John Franklin	25,965,232	25,965,232	-	-
Ecole Sir John Franklin Portable Classrooms	419,724	359,407	<b>60,317</b>	70,807
Ecole Sir John Franklin NACC	2,214,552	1,844,753	<b>369,799</b>	431,432
Ecole Sir John Franklin Sewer Line	108,852	23,585	<b>85,267</b>	89,621
N.J. Macpherson Portable Classrooms	1,413,831	521,169	<b>892,662</b>	928,015
Ecole Sir John Franklin Wheelchair Lift	100,708	24,338	<b>76,370</b>	86,441
Ecole Sir John Franklin Boiler Replacement	51,145	4,546	<b>46,599</b>	50,008
Ecole J. H. Sissons Portable Classrooms	2,242,917	137,067	<b>2,105,850</b>	2,180,614
	32,516,961	28,880,097	<b>3,636,864</b>	3,836,938
<b>Deferred capital contributions</b>				
Ecole Sir John Franklin	(1,442,500)	(1,442,500)	-	-
	31,074,461	27,437,597	<b>3,636,864</b>	3,836,938

Rent expense of \$200,074 (2021 - \$177,419) was offset by a grant in-kind.



**June 30, 2022**

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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 for Route 51. The contract is renewed until June 2024.

The Authority has a collective bargaining agreement with the NWT Teachers Association ("NWTTA") for teachers, specialists and education assistants which expires on August 31, 2026.

The Authority has a collective bargaining agreement with the United Steelworkers for support staff, which expires on June 30, 2022. The Authority plans to bargain a new collective agreement by December 2022.

	Expiry Date	2023 \$	2024 \$	2025 \$	2026 \$	Total \$
<b>Operational Contracts:</b>						
First Student Bussing	30 Jun 2026	500,000	500,000	500,000	500,000	2,000,000
<b>Commercial &amp; Residential Leases:</b>						
Route 51	30 Jun 2024	39,060	39,060	-	-	78,120
<b>Total</b>		<b>539,060</b>	<b>539,060</b>	<b>500,000</b>	<b>500,000</b>	<b>2,078,120</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, 2022

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### 23. Related Parties

The Authority is related in terms of common control to all GNWT departments, boards, and agencies. During the year, the Authority entered into transactions with the following related parties:

Yellowknife Public Denominational Education Authority  
Ndilo District Education Authority  
Dettah District Education Authority  
South Slave Divisional Education Council  
Deh Cho Divisional Education Council  
Government of the Northwest Territories:  
    Department of Finance  
    Department of Health and Social Services  
    Department of Education, Culture and Employment  
    Department of Municipal and Community Affairs  
    Department of Environment and Natural Resources  
    Department of Infrastructure  
    Department of Industry, Tourism and Investment  
    Northwest Territories Housing Corporation

	2022	2021
	\$	\$
<b>Due from Related Parties (Accounts Receivable):</b>		
<b>Other Education Bodies:</b>		
Yellowknife Public Denominational Education Authority	-	600
Ndilo District Education Authority	503,822	510,214
Dettah District Education Authority	269,690	4,827
<b>Subtotal - other related parties</b>	<b>773,512</b>	<b>515,641</b>
<b>Government of the Northwest Territories:</b>		
Department of Infrastructure	1,500	-
Department of Education, Culture and Employment	-	2,948
<b>Subtotal - Government of the Northwest Territories</b>	<b>1,500</b>	<b>2,948</b>
<b>Total Due from Related Parties</b>	<b>775,012</b>	<b>518,589</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, 2022**

**23. Related Parties (Continued)**

	<b>2022</b>	2021
	\$	\$
<b>Revenues from Related Parties:</b>		
<b>Government of the Northwest Territories:</b>		
Department of Education, Culture and Employment - Regular contributions	<b>30,475,041</b>	30,271,058
Department of Education, Culture and Employment - Other contributions	<b>872,675</b>	1,263,232
Department of Industry, Tourism and Investment	<b>15,000</b>	-
Department of Education, Culture and Employment - French languages	<b>532,197</b>	576,475
Department of Finance - Interest	<b>108,217</b>	39,499
Department of Health and Social Services - GNWT other contributions	<b>8,925</b>	8,505
Department of Municipal and Community Affairs - GNWT other contributions	<b>76,500</b>	91,800
Department of Environment and Natural Resources - GNWT other contributions	<b>10,000</b>	8,000
Northwest Territories Housing Corporation - Sale of building	<b>2,051,030</b>	-
<b>Other Education Bodies:</b>		
Ndilo District Education Authority - Other education bodies	<b>30,000</b>	30,000
Dettah District Education Authority - Other education bodies	<b>220,282</b>	130,020
South Slave Divisional Education Council - Other education bodies	<b>15,000</b>	30,000
<b>Total Revenues from Related Parties</b>	<b>34,414,867</b>	32,448,589
	<b>2022</b>	2021
	\$	\$
<b>Infrastructure contributions from GNWT - Department of Education, Culture and Employment</b>	<b>3,023,607</b>	-



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

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June 30, 2022

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### 23. Related Parties (Continued)

	2022	2021
	\$	\$
<b>Expenses Paid to Related Parties:</b>		
<b>Government of the Northwest Territories:</b>		
Department of Infrastructure - Maintenance and repairs	8,048	4,752
Department of Education, Culture & Employment - Professional and technical	100	4,108
<b>Other Education Bodies:</b>		
Deh Cho Divisional Education Council - Materials & supplies	600	600
<b>Total Expenses paid to Related Parties</b>	<b>8,748</b>	<b>9,460</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, 2022**

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## **24. Budget Data**

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Authority.

The budget figures presented are those approved by the Trustees of the Authority on June 8, 2021 and submitted to the Minister of Education, Culture and Employment. The Budget for fiscal year 2021/2022 was submitted to the minister on June 30, 2021. The budget surplus is \$nil.

## **25. Economic Dependence**

The Authority is economically dependent on the Government of the Northwest Territories to provide funding for continued operations. If the funding arrangements were to change, management is of the opinion that the Authority's operations would be significantly affected.





**June 30, 2022**

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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, 2022, receivables from these two districts is \$773,512 (2021 - \$515,041), which is 98% of total accounts receivable (2021 - 98%). Both districts have been current in paying the monthly invoices for their payroll costs.

There is a concentration risk in cash. The daily balance in the operating bank account is invested with the GNWT Investment Pool. The Authority is funded by Government of Northwest Territories - Department of Education, Culture, and Employment and other stable organizations, which reduces its exposure to credit risk.

### **b) Interest rate risk**

Interest rate risk is the risk that the fair value of financial instruments will fluctuate because of changes in market interest rate. The Authority is exposed to interest rate risk on its fixed and floating interest rate on cash. The Authority complies with the GNWT financial administration policies and guidelines which reduces its exposure to interest rate risk.



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

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June 30, 2022

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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 21.

### 27. Expenses By Object

	2022 Budget \$	2022 Actual \$	2021 Actual \$
Amortization	-	1,428,771	944,729
Compensation	34,427,644	35,074,826	33,664,427
Other	7,661,356	8,159,295	9,109,042
	<hr/> 42,089,000	<hr/> 44,662,892	<hr/> 43,718,198

### 28. 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, 2022**

**29. ECE Contributions**

	Budget 2022 \$	Actual 2022 \$	Actual 2021 \$
Original contribution	30,383,938	<b>30,382,878</b>	30,044,057
Student Success Initiatives ("SSI") project	123,000	<b>123,000</b>	123,000
NWTTA collective bargaining adjustment	-	<b>283,053</b>	538,593
Termination benefits	100,000	<b>62,188</b>	97,019
French language	-	-	457,000
Mentorship release time	45,000	<b>20,650</b>	25,740
CYCC adjustment	-	-	(527,873)
UNW collective bargaining adjustment	-	<b>127,946</b>	-
Insurance adjustment	-	<b>(401,674)</b>	-
<b>Updated Contribution</b>	<b>30,651,938</b>	<b>30,598,041</b>	<b>30,757,536</b>
Indigenous language (from fiscal 2021)	-	-	93,522
COVID-19 ECE portion	-	<b>678,340</b>	819,732
COVID-19 technology	-	-	57,500
Accommodations WMS drop off	-	-	250,000
French cultural resources	-	-	23,700
French language coach	-	-	38,800
French video clips	-	<b>10,394</b>	6,000
French language funding	487,000	<b>479,000</b>	-
French partnership funding SSDEC	-	<b>35,000</b>	-
French language communications	-	<b>7,803</b>	15,100
French intensive/post-intensive French	-	-	4,000
Support assistant training	-	<b>3,335</b>	-
Complex needs funding	-	<b>30,000</b>	-
Self regulation	-	<b>13,000</b>	13,000
Birchbark teaching program	-	<b>25,000</b>	-
<b>Total Contributions</b>	<b>31,138,938</b>	<b>31,879,913</b>	<b>32,078,890</b>



# Yellowknife District No. 1 Education Authority

(the "Authority")

## Notes to Consolidated Financial Statements

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June 30, 2022

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### 30. GNWT Other Contributions

	Budget 2022 \$	Actual 2022 \$	Actual 2021 \$
Department of Municipal and Community Affairs ("MACA"):			
Active After School	-	<b>76,500</b>	76,500
Department of Industry, Tourism and Investment ("ITI"):	-	<b>15,000</b>	-
Department of Health and Social Services ("HSS"):			
Drop the Pop	-	<b>8,925</b>	25,228
Department of Environment & Natural Resources ("ENR"):			
Take a Kid Trapping	-	<b>10,000</b>	8,000
Energy Efficient Audit	-	-	19,053
<b>Total</b>	-	<b>110,425</b>	128,781



**June 30, 2022**

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**31. Contingent Assets**

The Authority does not have contingent assets.

**32. Contractual Rights**

The Authority has entered into a number of contracts that will become assets and revenues in the future when the terms of the contracts are met:

The Authority is approved for the Greenhouse Gas (GHG) emissions reduction grant of \$1,125,000, which is 75% of the cost to install pellet boilers at Range Lake North School and Mildred Hall School. The GHG grant is jointly funded by the Government of Canada and the GNWT in support of the Pan-Canadian Framework on Clean Growth and Climate Change, and is an action identified in the 2018-2021 Energy Action Plan. The Authority has created a separate reserve of \$350,000 back in fiscal year 2019/2020, representing 25% of the cost of the Project. The Project started in fiscal year 2020/2021 and total costs paid as of June 30, 2022 is \$1,460,144. Estimated remaining costs to be paid in fiscal year 2022/2023 is \$39,856. The Department of Infrastructure is managing the Pellet Boiler Project as per the Memorandum of Understanding with the Authority. One of the requirements is for the Authority to send to the Department of Infrastructure the full estimated cost of the project of \$1,457,500 as a "deposit in trust". The balance at June 30, 2022 of deposit in trust is \$39,856. The pellet boilers are installed and operational. The balance remaining is to pay for the holdback and any deficiencies. All expenditures are to be completed by March 2023.

The Authority is approved for the Jordan's Principle funding up to March 31, 2024. Jordan's Principle funding is for First Nations children in Canada to receive the services and supports they need. Funding can help with a wide range of health, social, and educational needs. The majority of the funding is used to hire educational assistants.

<b>Contracting Parties</b>	<b>Description of Contract</b>	<b>Expiry Date</b>	<b>2023 \$</b>	<b>2024 \$</b>	<b>Total \$</b>
Government of Canada	Jordan's Principle	March 2024	3,030,685	1,969,704	<b>5,000,389</b>



**June 30, 2022**

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**33. Environmental Liabilities**

The Authority contracted Associated Environmental to complete a Hazardous Building Materials Assessment on all of the Buildings owned and managed by the Authority in 2018. The final reports are completed and a Hazardous Materials management plan is put in place. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment. The abatement for Sir John Franklin High School was completed by the GNWT in March 2018, and the abatement for the maintenance building was completed in March 2019. A liability totaling \$179,651 has been recorded for the asbestos abatement of the Mildred Hall School and William McDonald School (2021 - \$935,901). Management will continue to monitor these buildings under the Hazardous Materials management plan.

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<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, 2022</b>	\$108,856

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<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, 2022</b>	\$70,795

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**June 30, 2022**

**34. Accumulated Surplus**

A consolidated statements of funds and surplus and reserves have been prepared as follows:

**Details of Funds**

For the year ended June 30,	2022	2021
	\$	\$
<b>OPERATING FUND</b>		
Balance, beginning of year	547,344	385,842
Operating surplus (deficit) (Statement 2)	5,169,495	(760,364)
Acquisition of tangible capital assets	(1,417,644)	(42,500)
Transfer to Investment in Tangible Capital Assets - GNWT grant in-kind	(3,023,607)	-
Transfer from Investment in Tangible Capital Assets	1,428,771	944,729
Transfer from (to) Decentralized Surplus	5,219	(28,304)
Transfer from (to) Pellet Boiler Reserve	354,411	(14,375)
Transfer from (to) School Generated Funds	76,140	(6,707)
Transfer from LED Reserve - LED project	120,512	-
Transfer from LED Reserve - utility shortfall	15,461	69,023
Balance, end of year	3,276,102	547,344
<b>INVESTMENT IN TANGIBLE CAPITAL ASSETS</b>		
Balance, beginning of year	10,243,484	11,145,713
GNWT grant in-kind	3,023,607	-
Acquisition of tangible capital assets	1,417,644	42,500
Amortization	(1,428,771)	(944,729)
Balance, end of year	13,255,964	10,243,484



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

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**June 30, 2022**

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**34. Accumulated Surplus (Continued)**

**Details of Surplus and Reserves**

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<b>For the year ended June 30,</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<b>DECENTRALIZED SURPLUS</b>		
Balance, beginning of year	376,801	348,497
Transfer from (to) Operating Fund	(5,219)	28,304
<b>Balance, end of year</b>	<b>371,582</b>	<b>376,801</b>
<b>PELLET BOILER RESERVE</b>		
Balance, beginning of year	364,375	350,000
Transfer from (to) operating fund	(354,411)	14,375
<b>Balance, end of year</b>	<b>9,964</b>	<b>364,375</b>
<b>CAPITAL FUND RESERVE</b>		
Balance, beginning of year	904,165	904,165
<b>Balance, end of year</b>	<b>904,165</b>	<b>904,165</b>
<b>LED RESERVE</b>		
Balance, beginning of year	284,556	353,579
Transfer (to) from Operating Fund for Utility Costs	(135,973)	(69,023)
<b>Balance, end of year</b>	<b>148,583</b>	<b>284,556</b>
<b>SCHOOL GENERATED FUNDS</b>		
Balance, beginning of year	737,811	731,104
Transfer from (to) Operating Fund for surplus (deficit)	(76,140)	6,707
<b>Balance, end of year</b>	<b>661,671</b>	<b>737,811</b>





**June 30, 2022**

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**35. Risk Management**

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) have had a material impact on the Authority's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Authority has received \$2.3 million additional funding from the Department of Education, Culture and Employment in 2020/2021. The purpose of the funding was to provide COVID-19 related cost offsets for the reopening of schools. The unused portion will continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses. COVID-19 expenditures for 2020/2021 was \$819,732 and for 2021/2022 was \$678,340. The unused portion to be used in 2022/2023 is \$807,059.

**36. School Generated Funds (Trusts under Administration)**

School generated funds are funds that are raised and collected in the school or in the community in the name of the school by school councils, student groups or parent advisory council. The funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

The following balances represent the school generated funds that are held in trust by the Authority. They are recorded in the audited consolidated financial statements:

	<b>2022</b>	2021
	\$	\$
Balances, beginning of year	<b>737,811</b>	731,104
Fundraising revenues	<b>162,258</b>	258,474
Total funds available	<b>900,069</b>	989,578
Total related expenses	<b>(238,398)</b>	(251,767)
Balances, end of year	<b>661,671</b>	737,811
Net change	<b>(76,140)</b>	6,707



**Yellowknife District No. 1 Education Authority**

(the "Authority")

**Notes to Consolidated Financial Statements**

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**June 30, 2022**

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**37. Correction of accounting error**

The consolidated statement of operations of the Authority has been restated to include the transfer of school generated fund opening balance of \$731,104 as of June 30, 2021. The effect of the change is to increase school generated funds balance and decrease the school generated funds liability. There is no net impact to the consolidated statement of operations as a result of this restatement.

Consolidated Statement of Operations for the year ended June 30, 2022:

	<b>Previously Reported \$</b>	<b>As Restated \$</b>	<b>Change \$</b>
Increase school generated funds	-	731,104	731,104
Decrease school generated trust accounts - carry over balances	737,811	6,707	(731,104)

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# Approvals

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## *Operating Plan*



Education Body Chair



Superintendent

27<sup>th</sup> Sept. 2022

Date

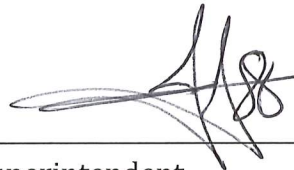
09/27/22

Date

## *Annual Report*



Education Body Chair



Superintendent

27<sup>th</sup> Sept 2022

Date

09/27/22

Date