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Yellowknife Education District No. 1
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November 28, 2023

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

Dear Minister Simpson,

Re: Submission of Annual Report for the Fiscal Year Ending June 30, 2023

Enclosed is the Annual Report for Yellowknife District No. 1 Education Authority (Yellowknife Education District No. 1) for the year ending June 30, 2023.

Sincerely,

David Wasylciw
Chairperson
Yellowknife Education District No. 1

cc. John MacDonald, Deputy Minister (ECE)
Sam Shannon, Assistant Deputy Minister, Corporate Services (ECE)
Katherine Macdonald, Director, Finance and Capital Planning (ECE)
Colton Moran, Manager Board & Corporate Services (ECE)
Jameel Aziz, Superintendent/ CEO (YK1)
Tram Do, Secretary Treasurer (YK1)

Education Accountability Framework

Yellowknife Education District No. 1

Operating Plan

For the 2022-23 School Year

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Operating Plan - Executive Summary

The Yellowknife Education District No. 1's Operating Plan for the 2022-2023 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2022-2023 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 2022-2023. All professional development will align with the identified pillars.

YK1 2022-2023 Educational Goals		
Learning	**Indigenous Language and Culture**	**Wellness, Community, and Key Competencies**
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness Key Competencies
YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
YK1 Goals and Targets		
Responding to EDI results at district/school level	"Our Languages" implementation	Responding to MDI results at district and school levels
Implementation of YK1 Learning Plan	ILE classes	ECE supported school-based programs • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S
Place-based, culturally responsive initiative, Engaging Learners in the Middle Years		Growth as a Learner

Math/Science/Early Literacy foci EN/FR: ● JK-2 Playful Inquiry ● Nurturing Northern Literacy Learners, grades, 3-8 ● Math Pedagogy (Working Group)	Cross-curricular planning and integration of *Dene Kede*.	Outdoor Classrooms
	Indigenizing environments	Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]
Assessment to Instruction	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching to diversity using flexible instructional practices	Key Cultural Experiences	Safe School Plans
Participation in ECE renewal of IEP process	School-based ILE Committees	
Following expected guidelines for PSTs	Sara Davidson, consultant, to support Indigenizing education	
Technologies to support diverse learners		
Supporting complex learners in the classroom setting*		*
Supporting Educational Assistants in their role*		*

Annual Report - Executive Summary

The Yellowknife Education District No. 1's Annual Report for the 2022-2023 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The 2022-2023 is the first full year we have had without any COVID-19 interruptions since 2018-2019. YK1 continued to prioritize learning, wellness, Indigenizing our practices and strengthening relationships. Being able to re-engage as communities of learners has been a highlight. school clubs, sporting activities, trips, and other extracurricular activities were once again available to students without restriction. In addition, schools have been able to reconnect with families and the community in a variety of ways, fostering meaningful relationships and partnerships. We have continued to prioritize ongoing and responsive professional learning opportunities in order to support our educators in using effective and inclusive practices. Our teachers and school leaders have also received embedded professional learning throughout the year in order to support a smooth transition to the new curriculum. Our staff members are dedicated professionals who bring expertise and passion to their roles, contributing to a positive learning environment. Teachers are actively engaged in collaborative inquiry, working together to enhance student learning and the development of competencies. Challenges do remain. Staff members are experiencing the lingering effects of disruptions caused by the pandemic, which has impacted their well-being and therefore their ability to provide optimal support to students. We have had a quite high percentage of leave requests due to health concerns. Related to this is the reduced number of qualified substitute teachers. There is a need to address the availability of substitute teachers to ensure smooth operations and continuity of learning. We have observed a decline in numeracy results, which highlights the need to increase the focus on the pedagogical content knowledge of our staff.

Our MDI results show that some students are feeling a lack of connection, emphasizing the importance of fostering strong student-teacher relationships and creating a supportive and inclusive school community.

The availability of and access to mental health services, speech therapy, and occupational therapy support for students continues to be a major area of concern. 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, Safe School planning is another focus area. We recognize this work has evolved into an integrated approach to supporting staff and students. By encompassing our District priorities of Wellness, Learning, Indigenizing Education and Community, we will continue to strengthen our Safe Schools plans.

1. Administration and School Services

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

A. Governance structure;
B. Functional Organizational Chart;
C. School Profiles; and
D. Student 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 2150 (April 2022) students it serves.
Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

District Education Authority Trustees

Chairperson:	David Wasylciw
Vice Chairperson:	Terry Brookes
Trustees:	Allan Shortt
	Barbara Bell
	Jason Snaggs
	Michelle Peters
	Tina Drew

Administration

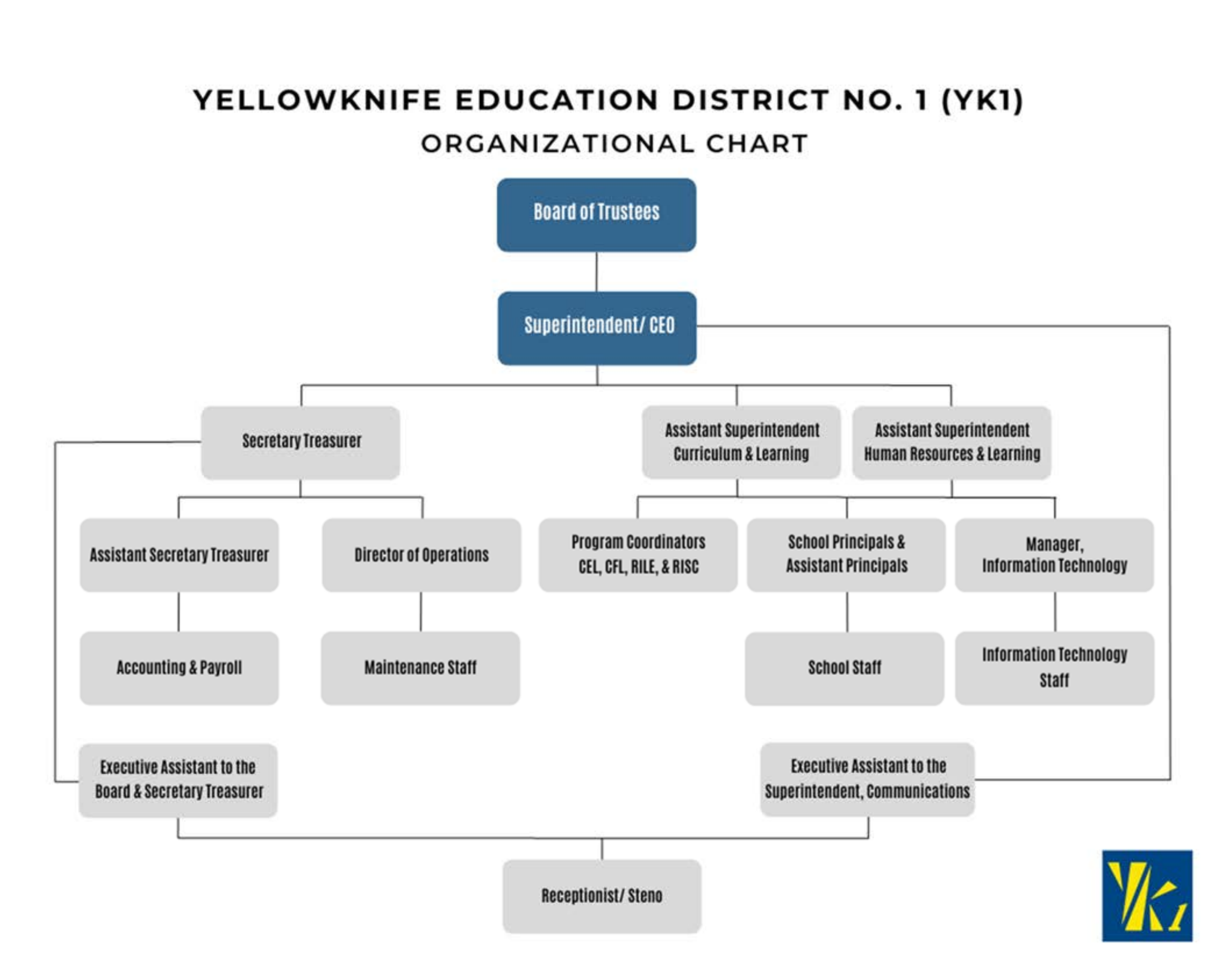
Superintendent of Education:	Jameel Aziz
Assistant Superintendent:	Shirley Zouboules
Assistant Superintendent:	Landon Kowalzik
Secretary Treasurer:	Tram Do

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 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. School Profiles

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

Total Number of	6	**Total Anticipated**	**2200**

Schools in District		**Student Head Count**	

School Name	**Community**	**Grades Offered**	**Programming Highlights**
École Įtł'ǫ̀ (EI) (École J.H. Sissons School (JHS))	Yellowknife	JK-5	**École Įtł'ǫ̀** (École J.H. Sissons (EJHS)) offers: · French Immersion programming · Special programming includes choir, musical theatre, after school athletics and a speed skating academy. · After school activities include judo, soccer, improvisation, painting, chess and choir · Indigenous language and culture is integrated into classroom sessions · Indigenous Culture Camps throughout the year · *Cours d'enquêtes en plein air* (*CEPA*); (Forest/nature school practice) · A four day French Language and Culture Camp, 'Camp de neige', at the Yellowknife Ski Club
Mildred Hall School (MHS)	Yellowknife	JK-8	Mildred Hall School (MHS) offers: · English programming · Wıìlıìdeh language and Core French courses as well as traditional games classes for grades 2-8 and jigging for JK-2 students. · Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 6 · Many extracurricular activities such as team sports, fine arts, guitar, fiddling. Choir and band instruments; alternative sports such as fat biking, cross country skiing, snowshoeing, and rollerblading. alternative options such as jigging and traditional games · Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using

			the natural environment to further their learning and incorporating the Wíílídeh language in our land based learning experiences · A breakfast, snack, and hot lunch program. The school has a large garden where students grow vegetables used in the foods program · Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour
N.J. Macpherson School (NJ)	Yellowknife	JK-5	N.J. Macpherson School (NJM) offers: · English programming JK-5 · Montessori programming JK-5 · Core French, Grades 1-5 · Special programs including Physical Education, visual arts, music, drama and a strong recycling program · Several extracurricular sports, clubs and after-school programs · Indigenous language and culture is integrated into classroom sessions · Indigenous Culture Camps throughout the year · An active Parent Advisory Council
Range Lake North School (Range Lake)	Yellowknife	JK-8	Range Lake North (RLN) offers: · English programming · Intensive French in Grade 6, Post-Intensive French in Grades 7 and 8, and Core French in Grades 1 to 8, excluding Grade 5, where students participate in Pre-intensive French camps · Student Options Program for grades 6-8, where students are able to choose from a variety of 6-week long sessions including tech, sports, outdoor pursuits, music, martial arts, yoga etc. · Indigenous Language and Culture, integrated into classroom sessions · Indigenous Culture Camps throughout the year

			· Special programs in music, band, choir, and drama · Advanced technology and robotics programs in a Makerspace environment · Extracurricular sports program encompassing many activities such as snowboarding, hiking, skiing, and biking · Sustainable living projects: active chicken coop, outdoor gardens, aquaponics, and observatory beehive · An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities
École Sir John Franklin High School (Sir John)	Yellowknife	9-12	École Sir John Franklin High School (ESJF) offers: · Programming from Grades 8 to 12 in both English and French Immersion · Core French and Post-Intensive French from Grades 8 to 12 · Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts · Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics · Indigenous culture programming and camps including Wíílídeh language instruction · Successful Sports Academy with foci on volleyball, basketball, and high performance training: extra-curricular sports and clubs are also offered · Support and resources for students struggling in school, socially, or at home. · National and international travel opportunities for students include

			volunteering, scuba club, and cultural experience · Night classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite · Alternate programming (Route 51) available during the day (10am - 4pm) off site. These graduating required course are offered on modular based format
École William McDonald School (William McDonald)	Yellowknife	6-8	École William McDonald Middle School (EWMS) offers: · Programming for Grades 6,7 and 8 in both English and French Immersion · Other French options including: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8 Core French – Grades 6 - 8 · Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies and Outdoor Education · Sports Academy Program which includes hockey, soccer, and athletics. Recently updated fitness room has allowed an expansion to its sports programming. **This program was suspended for the 2021-2022 school year but the offering is being revisited in 2022-2023*

D. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, and other noteworthy demographics.

The YK1 student population reflects the demographics of the City of Yellowknife. 40% 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 2021-2022, 73% of YK1 students were on a regular program, while 26% were on SSPs of which 2.5% were on Modified Plans. There were a remaining 1.2% of students on IEPs. Numbers for 2022-2023 are not yet known but percentages are likely to be similar. The number of IEPs will likely increase as the need to write for students in K has been identified.

2. Territorial Schools

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

A. Education Body Strategic Planning;
B. School Improvement Planning & School Reviews;
C. Staff Evaluations;
D. Regional Training and In-Service;
E. Literacy Coordinators;
F. Healthy Food for Learning;
G. Second Language Education; and,
H. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: 1. **Learning** 2. **Indigenous Language and Culture** 3. **Wellness, Community, and Key Competencies**

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Education staff will participate in Professional Development focusing on the three identified pillars.	100%	100%	
YK1 schools will participate in district led PD focusing on numeracy and literacy	100%	100%	
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement. "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)	100%	100%	
Are Areas of Strength for the region	School PLC teams were able to work collaboratively in order to focus on literacy and numeracy teaching and learning. They were supported by highly knowledgeable consultants who worked with a residency model. Explicit demonstration of and linking to the BC curriculum and practices began in earnest this past year.		
Areas for Development for the Region	Some of the Professional Learning Teams involved in the residencies were limited to small groups within their own schools. Substitute teacher availability made it difficult to collaborate with colleagues across the district. We hope that we can do this more in the upcoming year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	We recognize the important role school leadership plays in developing thriving school communities. Meeting the complex needs of learners, both staff and students, is impossible to accomplish alone. Next year we will develop inquiry leadership teams. The goal is to develop a community that can support, encourage, and share knowledge with colleagues. It is through teamwork that we gain support and grow as		

	professionals. We can also stretch our thinking and critically examine our own assumptions and practices.

School Improvement Planning & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary: 1. **Learning** 2. **Indigenous Language and Culture** 3. **Wellness, Community, and Key Competencies** In addition, site-based data will inform school plans, to ensure student and school community needs are considered. 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.

Areas of Strength for the region	Schools are working to align their improvement goals with District priorities which also align with ECE priorities. Schools utilize data to inform and guide their improvement plans. Additional areas of strength: ▪ inclusion of Wıìlıìdeh language opportunities & experiences

	▪ efforts to reconnect and build community ▪ strength-based view of learners ▪ School community reflects diversity of Yellowknife ▪ Dedicated staff - some northern grads
Areas for Development for the region	Once school improvement plans are developed, we will support schools to delve into a cycle of inquiry with their goals, steps to address targets, and reflection on the progress. Additional areas identified by schools: ▪ numeracy development ▪ Wíílíideh language development ▪ inquiry networks ▪ staff turnover and ongoing training needs ▪ growing school programs such as Music ▪ re-aligning assessment work with BC curriculum - rebuilding support for teaching staff
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Staff and families persevered through the pandemic and continue to support schools. Schools and staff have made changes to better reflect lessons learned over the past three years.

B. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	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. YK1 utilizes the ECE Growth & Evaluation model.

Areas of Strength for the region	While we have not been able to complete as many evaluations as we would like, the ones we are able to

	complete are done so with a growth mind-set of both the staff and the evaluator. This aligns well with the newly developed NWT Competency Based Standards.
Areas for Development for the region	Due to the significant increase in Education Assistant numbers (funded through Jordan's Principle), ensuring that all our EAs receive their evaluations in a timely manner has put an additional burden on our administrators. Helping to ease that burden is an area which we are working on.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	As with many parts of our system, the pandemic put a real strain on our ability to complete all the scheduled evaluations across the district. Between the school closures, remote teaching and increased stress brought on by the pandemic, many of our experienced teachers that were scheduled for their 5th, 10th, etc. year evaluations did not receive them on time. We are now in the process of providing those missed evaluations.

C. 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 approach to the completion of **Training and In-Service.** Please include relevance to regional and shared priorities, for the upcoming school year.	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 2022-2023. Consultants will provide PD in the following areas: Learning / Indigenous Language and Culture • Math Working Group (EN/FR) • Nurturing Northern Literacy Learners • Place-based, culturally responsive initiative, Engaging Learners in the Middle Years • JK-2 Collaborative Study Group • Neurolinguistic approach with outside consultant (FR/Wiìlìdeh)

	Two ILE district days are planned to meet the ILE directive School specific STIP times are planned to align with the identified pillars

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	1	1	
Areas of Strength for the region	All of the planned training and in-servicing were delivered. The wide range of options enabled us to be responsive to the needs of our teacher/staff learners. Schools are requesting access to PD opportunities offered by the ILE division of ECE. They are identifying the needs and interests of their staff and building in learning based on those. We have been able to be flexible with our planning to encourage this to happen. We have also had a number of successful NLA training sessions each summer that includes staff from around the NWT and beyond.		
Areas for Development for the region	Due to the NWT wide Educators Conference, our PD days were limited. We utilized a guest presenter for the whole district under our Indigenizing Education goals, followed by hands-on traditional activities for all staff. Next year and during the implementation of BC curriculum, we will continue to add the layer of a capable person onto our PD initiatives.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. 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	1.5	These funds support Assistant Superintendent, 0.5 Instructional Coordinator and 1 Supervisor of programs. These positions support Teaching & Learning in schools	2.5	Our coordinators are important to the recursive and responsive support and professional learning available to staff

** 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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

Regional approach to how the **Literacy Coordinator** role will be used in the upcoming school year. Please indicate whether or not there is a Regional Literacy Action Plan in place.	This upcoming school year, the Literacy Coordinators will focus on communicating and supporting implementation of the current Learning Plan within the schools. This will be done through professional development, in-servicing as well as providing resources.

Areas of Strength for the region	A district learning plan is in place and has been shared with all schools. It addresses our strategic priorities and specific practices that contribute to inclusive and

	effective literacy and numeracy teaching and learning. It includes an action plan.
Areas for Development for the region	We plan to update the learning plan to include the most current information around curriculum renewal. School teams will also have the opportunity to delve further into the plan and use it when developing school improvement goals.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	YK1 schools access the Healthy Food for Learning Program for the provision of snacks and/or lunches using a philosophy of access for all. Schools employ an "open cupboard" approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on learning and wellness. Research shows that students perform better in all areas when their diet consists of nutritional food. (https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning). 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.

Areas of Strength for the region	The access we have to funding that supports an 'open cupboard' format at each school. Healthy food is available to all students and additional food is provided to students as needed, including over the weekends. There is also work with families to secure outside sources to support food security

Areas for Development for the region	It is a challenge to provide or free-up staff to be able to make or serve food. The cost of food and the additional demands have presented challenges as well.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Name	Type of food program(s) offered *(Breakfast, Lunch, Snack, etc.)*	Average number of children / youth served daily	Criteria to participate *(Low income, fee, Everyone welcome, etc.)*	Non-GNWT Funding Received *($ Amount / Source)*
École Į̨tł'ǫ̀ (EI)	**Breakfast:** Cereal Toast and Bagels Yogurt Milk and milk substitutes Fresh fruit **Missing Lunch Program** Frozen prepared food Fresh fruit Cheese Sandwiches **Missing Snack Program** Fresh fruit Cheese Snack bars and crackers	Breakfast: • from 30 to 60 students per day Missing Lunch Program: • Lunch: from 2 to 5 students per day Missing Snack Program: • from 10 to 30 students per day	All programs are open to all students without any criteria to participate, other than being a student at our school.	
Mildred Hall	-Breakfast -Lunch -Snack	176	All students welcome, & some families supported	Food First $5058 Breakfast Club of Canada $32, 222

	-Weekend bags -gift cards for some families -weekly groceries from food rescue delivered to 5 families			(this includes carry over during COVID that will not be available next year) Community donations $4500
N.J. Macpherson	Breakfast and snack - lunches as needed: fruit, yogurt, cheese, cereal	40	All students are welcome	
Range Lake	Breakfast/ Lunch/ Snack - yogurt, milk, fresh fruit, eggs, sandwiches	150	All students are welcome	Food First $2000
Sir John	Breakfast Lunch Snacks Weekend bags	75	Every SJF student is eligible to access these programs at any time.	President's Choice $10, 000 Food First $3497
William McDonald	Healthy fruit snacks (oranges and Apples) offered to every class every day of the week. Canteen open during lunch- available to	20-25 students	All students - if any student needs a lunch it is provided.	We are able to sustain support through the current funding and from the additional canteen sales that are offered to all students as an additional component of the canteen.

	every student			

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

E. Second Language Education

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

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

School Name	***Language of SL*** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Frequency of SL Program** *(min/week)*	**Actual Frequency of SL Program** *(min/week)*	**Explanation for difference** *(if applicable)*
École Įtł'ǫ̀ (EI)	French	Immersion	JK-2	1575 min/week	daily	+ *Wìılìdeh* class =1575
	French	Immersion	3-5	1575 min/week	13750 min/week	4 periods per week of ELA, 1 period *Wìılìdeh* = 1575
	Wìılìdeh	Core	JK-5	40 min/week	once a week	
Mildred Hall	French	Core	1-8	60 min/week	60 min/week	
	Wìılìdeh	Core	1-8	90 min/week	90 min/week	
N.J. Macpherson	French	Core	1-5	90 min/week	90 min/week	
	French	Pre-Intensive French camps	5	2 x 30 hours = 60 hrs/year	slightly less	statutory holidays during the year

Range Lake	French	Intensive	6	1200 min/week Sept-Jan 400 min/week Feb - June	1200 min/week Sept-Jan 400 min/week Feb - June	
	French	Post-Intensive	7, 8	400 min/week	320 min/week	scheduling challenges
	French	Pre-Intensive French Camps	5	2 x 30 hrs = 60 hrs/year	1x15 hours 1x30 hours	Grade 5s also participated in core French
	French	Core	1-8	80 min/week	80 min/week	
Sir John	French	Immersion	9	Up to 1120 min/week	Up to 1120 min/week	
	French	Immersion	10-12	Up to 1120 min/week	Up to 1120 min/week	
	French	Post Intensive French	9-12	400 min/week	350/week* went to 5 period day from 4 periods	1 period, every day, 1 semester 70 min/class
	French	Core	9-12	160-200 min/week	350	1 period, every day, 1 semester 70 min/class
	Wììlìdeh	Core	9-12	16-200 min/week	350	1 period, every day, 1 semester 70 min/class
William McDonald	French	Immersion	6, 7, 8	Up to 1280 min/week	Up to 1280 min/week	
	French	Intensive French	6	1200 min/week Sept-Jan 400 min/week Feb-June	1200 min/week Sept-Jan 400 min/week Feb-June	
	French	Post Intensive French	7, 8	400 min/week	400 min/week	
	French	Core	6, 7, 8	120 min/week	120 min/week	

	Wiìlìdeh				6 & 7* new 40 min/week	available language speaker

**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	0	0	

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Įtłʼǫ̀	15.48	2			1	Unable to hire a suitable candidate
Mildred Hall		3			3	
N.J. Macpherson		3			2	*from winter break to June due to a maternity leave and unable to hire a suitable candidate
Range Lake		3			3	*early year resignation resulted in 5 months of only 2 PSTs. One PST joined mid March
Sir John		3			3	
William McDonald		2			2	
TOTAL	15.48	16	Based on need		14	

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)*
École Įtł'ǫ̀	32.53	2		2	
Mildred Hall		6	*JP/CFI projected, 13	19	JP/CFI
N.J. Macpherson		6	*JP/CFI projected, 7	13	JP/CFI
Range Lake		7.5	*JP/CFI projected, 13	20.5	JP/CFI
Sir John		9.25	*JP/CFI projected, 7	16.25	JP/CFI
William McDonald		3	*JP/CFI projected, 2	5	JP/CFI
TOTAL	32.53	33.75**	*additional EAs from JP/CFI funding **Increased due to student need	75.75	42 additional EAs from JP/CFI funding due to student needs 1.22 additional EAs from district funds due to student need and students who do not qualify for JP/CFI funding.

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$86,066	$86,066		$86,704.68	Last minute training planned by new RISC resulted in $638.68 in additional expenditures.

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

Type of Training & Topic	**Audience Intended** *(PSTs, Educators, Support Assistants, Principals, etc.)*	**Training Provider** *(RISC, ECE, Contractor, etc.)*	**Planned Date & Location**	**Was the training held as planned?** *(Yes/No)*	**If no, why not?**
NVCI	RISC to recertify	CPI	September 2022 Alberta Followed by internal training for response teams at schools	Yes Sept 2022 Yes for RLN crisis response team	RISC trained then change over in RISC Staff at one school were trained as a response team
SIVA	PST & RISC to do trainer training to build capacity	SIVA	July & November 2022 Followed by EA/PST district training	RISC only	due to change over in RISC
Behaviour Consultant	PST, teachers, admin, EAs	Consultant	TBD, YK	Yes, throughout the year with two consultants	
UDL	PST, admin	Consultant	4 times in the year	No	due to change over in RISC
Kristi Mraz	JK/K teachers and PSTs	Consultant	TBD, YK and/or virtual	Yes	
Wellness (mental health first aid/risk assessment	PST, admin, YK1 Wellness Committee	Various	TBD May be in person or virtual	No	due to change over in RISC

training, crisis response training, LGBTQ training)					
EA training – Inclusive training 101, ASD, Self Regulation etc	EAs	RISC and consultants	TBD In person and virtual	Yes - November	
Collaborative Math initiatives at Secondary level to support all learners	Teachers, PST	TBD	TBD but through the year	No	plans at the school level changed
Supporting Numeracy learning in the classroom	EAs	Carole Fullerton	TBD – 2x this year	Yes, 1 day rather than 2	due to change over in RISC
Interoception training and resources	PSTs	Kelly Mahler	Online	Yes	
Mental Health and Wellness	Whole District	Monique Thomas	In person May & June	Yes	
SEL	Teacher	Diane Alber	January	Yes	
PECS	PST	PECS	January	Yes	

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

Name of Contractor	**Type of Service** *(Frequency / Quantity - such as # of assessments or*	**Reason for using a contractor rather than a GNWT-provided**	**School(s) impacted by Service**	**Length of Contract**	**Total** *($)*

	days of consultation)	**service** *(GNWT service unavailable, etc.)*			
Merril Dean	22 Ed. Psych Assessments	GNWT service unavailable	all schools	10 months	$64,800.00
Robyn Combres	behaviour support for schools, debriefing, guidance on preparing and developing support plans	GNWT service unavailable	all schools	3 x 1 week in-person and virtual	$23,733.50
CASE	behaviour support for schools, debriefing, guidance on preparing and developing support plans for students with ASD	GNWT service unavailable	all schools	2 x 3 days	$24,520.30
Wendy MacDonald	SLP services	GNWT service unavailable			$1,840.00
Kristie Mraz	Inclusive Inquiry	GNWT service unavailable	All schools	Several days throughout the year	$1,188.16
Chelsea Weleschuk	OT classroom observation and recommend-ations	GNWT service unavailable	MHS	half day	$10,035.04
Barb Neufeld	Deaf and hard of hearing consultation	GNWT service unavailable	RLN	half day	$7,056.95
Kelly Mahler	Interoception	GNWT service unavailable	WMS & RLN	online courses	$686.92

Monique Thomas	Mental Health and Wellness	GNWT service unavailable	District wide	2 months	$24,552.50

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

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$114,416	$380.00	c-pen	individual student	53,227.04	
	$250.00	headphones	individual student		
	$420.00	electronic translator	School wide for individual students		
	$180.00	loop earbuds	school wide for individual students		
	$25,457.47	Juno FM sound systems	school wide for students		
	$2491.50	hearing support machine	individual student		
	$3,836.64	Boardmaker	District wide for individual students		
	$9,478.26	iPads	District wide for individual students		
	$3,025.67	Overdrive Library	District wide for students		
	$427.72	Apps	District wide for individual students		
	$1,518.69	SR Supplies	individual student		
	$264.00	Dragon Speak	individual student		
	$997.71	Sling	individual student		
	$1,829.80	Crick Software	School wide for individual students		

	$2,669.58	Glasses	District wide for individual students and EAs		

F. Healing and Counselling

Allocated *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$109,421	14,712.95	Engage youth mental wellness and culture through an artistic lens, and engage with Indigenous artists and Elders.	All students	$14,712.95	Difference used to support PST salaries due to ECE formula funding on the median.

G. Alignment of Student Supports

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

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	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/IEP goals. Student support plans are reviewed prior to reporting periods and adjusted as needed. The IEP renewal process professional development will ensure a strength based approach to goal setting with students and families. YK1 recognizes that teacher and support staff professional development plays an integral part in IEP renewal success.

Areas of Strength for the region	The collaborative approach taken to support students, staff - PSTs, administration and teachers. Being responsive to specific professional development needs of staff while working with families to ensure the appropriate supports are in place for students.
Areas for Development for the region	With the change in RISC part way through the year, the work we started on the Competency-Based IEP stalled. This will be an area of focus next year.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

H. Flexible Instructional Strategies

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

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	YK1 is committed to the on-going 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.

Areas of Strength for the region	Flexible instructional strategies are a focus area for school-based PLCs as well as our literacy and numeracy residencies.
Areas for Development for the region	We have a number of staff who are very early in their careers. We are developing a plan to include learning sessions specifically to support them in growing their knowledge of practices that support all learners.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

I. School-based Support Team

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

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	In 2022-2023 all schools will utilize existing referral processes and formats in place to ensure the continued efficiency and effectiveness of the SBST in our schools.

Areas of Strength for the region	The SBST meetings are now a part of the regular practice at YK1 schools. They are effectively used to support students, staff and in some cases, families.
Areas for Development for the region	Including other staff members in the process. Ensuring implementation of plans developed during SBST meetings.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

J. Review of SSPs and IEPs

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

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required for the upcoming school year, along with 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.	Schools follow processes outlined in the Directive that include criteria and time lines for the development and review of SSPs and IEPs. PSTS and RISC problem solve individual cases that require Modified Education Plans. In 2022-2023, a focus will continue to be on understanding and implementation of the competency based Individual Education Plan.

Areas of Strength for the region	The opportunity to work with our new RISC on developing student plans has been an excellent growth opportunity. PSTs have worked closely with the RISC in reviewing and sharing the plans during school transition planning.
Areas for Development for the region	Continued work on implementing plans for students, ensuring parents and students are part of the process and finally, reporting on plans that may depart from curriculum.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

K. PST Activities

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

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

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	The RISC will support, as needed, school PSTs and school administrators to collaboratively develop priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines.

	A beginning of the school year PD refresher will be held for admin and PST on allocation of PST time targets.

Areas of Strength for the region	A dynamic team of dedicated and skilled program support teachers who are responsive to the needs of students, staff and families.
Areas for Development for the region	With new staff joining the team, there will be a need to revisit the directive, the expectations for PSTs and building our team.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

L. *Magnet Facilities*

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

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

Positions	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for variance** *(if applicable)*	**Actual** *(PY)*	**Explanation for variance** *(if applicable)*
Teachers	3	4	We are staffing teaching positions in lieu of EA positions	4	We staffed teaching positions in lieu of EA positions
Support Assistants	2	0		0	
TOTAL	5	4		4	

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for variance** *(if applicable)*	**Actual** *($)*	**Explanation for variance** *(if applicable)*
$38,000	$38,000		$25,201.20	Utilized based on need.

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(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 Action Plans and revise as needed to ensure growth of Indigenous language and education in their schools.

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
École Į̨tł'ǫ̀	Assistant-principal, 2 teachers 1 PST	Once a month	
Mildred Hall	Principal, PST, ILE Teacher, 4 teachers, 3 EA	Every other month with smaller ILE team meetings more often	
N.J. Macpherson	Principal, PST, 4 teachers,	Every 6 weeks, more often when near a ILC camp/event	Team configuration consisted of Principal, assistant principal, 3 teachers and 2 EAs
Range Lake	Principal, PST, 5 teachers, 3 EAs	Monthly	
Sir John	Principal and 5 Department Heads	Monthly	Assistant Principal, language instructor, language EA, 6 teachers
William McDonald	PST, 2 Teachers, Admin	Monthly, as needed	

C. *Indigenous Language Instructors*

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum.

The following table shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
École Įtłʼǫ̀	6.99	.5	.5	.6	The schedule was accommodated to ensure the ILI was not asked to travel between schools mid day.
Mildred Hall		4	4	2 ILIs 2EA	2 positions are ILIs 2 positions are Indigenous Educational Assistants
N.J. Macpherson		.5	.5	.4	The schedule was accommodated to ensure the ILI was not asked to travel between schools mid day.
Range Lake					
Sir John		2	2	1 ILI 1 EA	
William McDonald				.2	A language speaker worked 1 day per week with a group of grade 6's
TOTAL	6.99	7	7	7	we rounded up to allow for a full time position

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

Some Regions have indicated difficulty in filling 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?	There is a concerted effort to provide appropriate professional development and support to all ILI's in the district.	Elder language instructors not asked to do supervision duties, assisted with transportation when moving between schools. Informal mentorship between language instructor and

		language EA to build capacity as future instructor.
Plans to recruit and retain language teachers, if any?	In order to recruit for the future, we will continue to make connections with community members who are language speakers, through current staff. Informal mentorship and support with current staff has been helpful.	We will continue to make connections with community members who are language speakers, through current staff, and YK1 hosted community events. Informal mentorship currently with plans to make this formal for the 2023-24 year and support with current staff has been helpful. YK1 did interview candidates this year and offered the position to 2 candidates. Affordable and available housing were given as final decisions to not relocate to Yellowknife.
The # of anticipated New ILIs and which schools they are in.	0	0 with plans for a formal mentorship pairing at SJF for 2023-24
Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?	There are a limited number of fluent Indigenous Language speakers who are also qualified to teach in schools	There are a limited number of language speakers who are also interested in working with students on a regular basis (school schedule).

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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*

- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.

- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for difference** *(if applicable)*	**Actual** *($)*	**Explanation for difference** *(if applicable)*	**3rd Party Funding** *($)* / **Source** *(If applicable)*
École Įtł'ǫ̀	$169,708	$21,868		$15,898.46	New school was adequately sourced for opening	

Mildred Hall		$25,692		$38,895.31	Additional expenditures such as a new wall tent to replace damaged one.	
N.J. Macpherson		$24,273		$26,840.10	School covered additional costs through surplus/ MACA grant	Youth Corps grant $42000 over 3 years
Range Lake		$26,533		$42,567.01	Additional expenditures such as a new wood shed to replace damaged one. damaged furs allocated to a new project, and replacement furs were purchased	
Sir John		$32,053		$18,242.41	The school willingly covered some costs out of their school surplus.	
William McDonald		$26,537		$53,617.94	The purchase of a snowmobile was coded and stored here; however, will benefit students in all YK1 schools for winter camps.	
RILE		$12 752	*there is an allocation to allow for community support	$21,962.27	Items were purchased for use by all schools/ to	

			coordinated by District		create a district supply.	
TOTAL	$169,708	$169,708		$196,061.73		

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	**Elder in School** *(Y/N)*	**Cultural Support Worker** *(Y/N)*	**How is this position funded?**	**If no to either of these positions, why not?**
École Įtłʼǫ̀				
Mildred Hall				
N.J. Macpherson				A MACA grant was awarded mid-year, to allow for the hiring of an Indigenous Knowledge keeper to work with the school and support students once per week on a subcontract basis.
Range Lake	Knowledge Keeper	Y	The school submitted a proposal to the On the Land Collaborative fund for this person to facilitate regular culture activities outdoors, once a week.	This position was funded through Jordan's Principle. It was not funded through On the Land Collaborative. .2 of the position was allocated to cultural support work
Sir John				
William McDonald				

E. Strengthening Training for Northern Educators

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

The following tables detail the region's approach to strengthening training for northern educators. This includes regional targets set, achieved results, and explanation for difference.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
# of schools offering Indigenous language training and support to all staff members (whole school approach to language use).	100%	100%	
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	-Anti-racism and cultural awareness training (ECE run x 2 schools) - Blanket Exercise x 1 school -4 Seasons of Reconciliation course through the First Nations University of Canada - open to all staff (District covered enrollment fees) -Guest speakers

Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation *(Planned activities)*	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
École Įtł'ǫ̀	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration	100%	100%	All staff attended and participated in a cultural orientation professional development day that consisted of a keynote speaker, fire feeding ceremony, drum

	of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.			dance, and key cultural experiences. The keynote message delivered by Susan Aglukark centered around the importance of reconciliation through continued engagement with Knowledge Keepers and Indigenous Languages. 5 staff attended YK1 funded Tlicho classes (College Nordique) weekly for 10 weeks ILI's attend PD with ECE titled " Physical Literacy" Nicole George, a consultant from UBC who specializes in Indigenizing French Immersion programming, worked with four staff two full days plus three, one hour sessions after school. Arctic Rose Foundation (Susan Aglukark & Hovak Johnston) hosted an after school "Messy

				Book" session to provide insight into future collaborative programming planned for the fall.
Mildred Hall	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%	100%	All staff attended and participated in a cultural orientation professional development day that consisted of a keynote speaker, fire feeding ceremony, drum dance, and key cultural experiences. The keynote message delivered by Susan Aglukark centered around the importance of reconciliation through continued engagement with Knowledge Keepers and Indigenous Languages. ECE led "Whole School Approach to Language Use" for all staff (.5 day) EA PD - Capable Person (.5 day) Teacher PD- Dene Kede Long range planning by grade level for 2023-2024 and incorporating into the BC

				Curriculum. Creating Long Range Plans that start with Dene Kede and look at how the rest of the subject areas fit into those themes. (.5 day) 2 staff attended YK1 funded Tlicho classes (College Nordique) weekly for 10 weeks 1 staff completed 4 seasons of reconciliation course (First Nations University of Canada)- funded by YK1 3 staff attended district led PD with Dr. Sara Florence Davidson "Indigenizing Literacy Practices" ILI's attended PD with ECE titled " Physical literacy" Arctic Rose Foundation (Susan Aglukark & Hovak Johnston) hosted an after school "Messy Book" session to provide insight into future collaborative programming planned for the fall.

N.J. Macpherson	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%	100%	All staff attended and participated in a cultural orientation professional development day that consisted of a keynote speaker, fire feeding ceremony, drum dance, and key cultural experiences. The keynote message delivered by Susan Aglukark centered around the importance of reconciliation through continued engagement with Knowledge Keepers and Indigenous Languages. ECE led blanket exercise for all staff (.5 day) Staff were provided with the opportunity to engage in key cultural experiences as a staff (.5 day) 2 staff attended “Now Play conference” (Northern Oral language through play) conference in Toronto

				5 Staff attend YK1 weekly beading circles to further develop beading skills 3 staff attended YK1 funded Tlicho classes (College Nordique) weekly for 10 weeks. 3 staff completed 4 Seasons of Reconciliation course (First Nations University of Canada) - funded by YK1 ILI's attend PD with ECE titled "Physical literacy" Arctic Rose Foundation (Susan Aglukark & Hovak Johnston) hosted an after school "Messy Book" session to provide insight into future collaborative programming planned for the fall.
Range Lake	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration	100%	100%	All staff attended and participated in a cultural orientation professional development day that consisted of a keynote speaker, fire feeding ceremony, drum

	of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.			dance, and key cultural experiences. The keynote message delivered by Susan Aglukark centered around the importance of reconciliation through continued engagement with Knowledge Keepers and Indigenous Languages. ECE led “Anti-racism and Cultural Awareness Training” for all staff (full day) 2 staff attended district led PD with Dr. Sara Florence Davidson “Indigenizing Literacy Practices” 1 staff completed 4 Seasons of Reconciliation course (First Nations University of Canada) - funded by YK1 1 staff attended “Now Play Conference” (Northern Oral language through play) conference in Toronto

				1 Staff attended Traditional games instructor certification training Arctic Rose Foundation (Susan Aglukark & Hovak Johnston) hosted an after school "Messy Book" session to provide insight into future collaborative programming planned for the fall.
Sir John	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%	100%	All staff attended and participated in a cultural orientation professional development day that consisted of a keynote speaker, fire feeding ceremony, drum dance, and key cultural experiences. The keynote message delivered by Susan Aglukark centered around the importance of reconciliation through continued engagement with Knowledge Keepers and Indigenous Languages. 2 staff attended YK1 funded Tlicho classes (College

				Nordique) weekly for 10 weeks Indigenizing Assessment professional development (based on teachings from Sara Florence Davidson) 1 staff completed 4 Seasons of Reconciliation course (First Nations University of Canada) - funded by YK1 3 staff attended district led PD with Dr. Sara Florence Davidson "Indigenizing Literacy Practices" 1 Staff attended Traditional games instructor certification training ILI's attend PD with ECE titled "Physical literacy" Language lessons provided by ILI's at monthly staff meetings Spring Carnival for all staff to participate

				Arctic Rose Foundation (Susan Aglukark & Hovak Johnston) hosted an after school “Messy Book” session to provide insight into future collaborative programming planned for the fall.
William McDonald	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%	100%	All staff attended and participated in a cultural orientation professional development day that consisted of a keynote speaker, fire feeding ceremony, drum dance, and key cultural experiences. The keynote message delivered by Susan Aglukark centered around the importance of reconciliation through continued engagement with Knowledge Keepers and Indigenous Languages. ECE led “Anti-racism and cultural awareness training” for all staff (full day) 2 staff attended YK1 funded Tlicho classes (College

				Nordique) weekly for 10 weeks 2 staff attended district led PD with Dr. Sara Florence Davidson "Indigenizing Literacy Practices" ILI's attend PD with ECE titled "Physical literacy" Nicole George, a consultant from UBC who specializes in Indigenizing French Immersion programming, worked with six staff two full days plus three, one hour sessions after school. Arctic Rose Foundation (Susan Aglukark & Hovak Johnston) hosted an after school "Messy Book" session to provide insight into future collaborative programming planned for the fall.

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during he school year, using funding from the community support or Indigenous education categories.

School	Name of Land-Based Key Cultural Experience *(list all occurrences)*	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated? *(Y/N)*	Duration of Experience *(Days / hours / frequency)*
École Įtł'ǫ̀	Berry Camp	38 students/ 2 staff	3 hired/ 3 YK1 staff	Yes	1 day per class (1day total)
	Duck camp	41 students/ 2 staff	4 hired/ 2 YK1 staff	Yes	1 day per class (1 days total)
	Traditional Games camp	52 students/ 3 staff	2 ASCNWT staff	No	0.5 day/ class (1.5 days total)
	Trapping Camp	31 Students/ 3 staff	2 hired/ 2 YK1 staff	Yes	1 full day
	Tree Camp	39 Students/ 3 staff	2 hired/1 YK1	No	0.5-day total
	Dogsledding Camp	79 students/ 3 staff	1 hired/1 YK1	Yes	0.25/days each x 3 sessions
	Fire feeding ceremony (National Day of Truth and Reconciliation)	302 students/26 staff	3 drummers/ 1 Hired/2 YK1 staff	No	1 hour
	Fire feeding ceremony	302 students/ 26 staff	3 drummers/ 1 Elder	No	0.25 day

	(Indigenous peoples day)				
Mildred Hall	Berry Camp	26 students/4 staff	3 hired/ 3 YK1 staff	Yes	1day total
	Duck camp	28 students/ 4 staff	4 hired/ 2 YK1 staff	Yes	1day total
	Traditional Games camp	40 students/ 3 staff	2 ASCNWT staff	No	0.5 day/ class (1.0 days total)
	Trapping Camp	26 Students/ 4 staff	2 hired/ 2 YK1 staff	Yes	Due to cold weather camp was rescheduled to .25/day per class
	Tree Camp	32 Students/ 3 staff	2 hired/1 YK1	No	0.5 day per class x 2 = 1 day total
	Dogsledding Camp	30 students/ 4 staff	1 hired/1 YK1	Yes	0.25/days total
	Hide Camp	63 students/ 6 staff	4 hired/ 2 YK1 staff	Yes	0.5 day/ each (1.5 days total)
	Fish Camp	26 students/ 8 staff	4 hired/ 2 YK1 staff	Yes	1day total
	Voyageur Canoe Camp + safety training	20 students/ 3 adults	4 Hired	No	Training (pool): 0.5 day each x 2 groups (1 days total) *1hour classroom training *1day canoe trip (Cinnamon Island)
				No	1 hour

	Fire feeding ceremony (National day of Truth and Reconciliation)	302 students/45 staff	3 drummers/ 1 Hired/2 YK1 staff	No	0.5/day
	Wolverine preparation	20 students/ 2 staff	0 hired (parent volunteer)	Yes	3 hours per class
	Berry Camp	295 students	0 hired	Yes	2 x 40 minutes per class
	Descaled fish/ died scales	164 students/ 11 staff	0 hired	No	0.5 day
	Miranda Currie's Book Launch "Don't Panic Eat Bannock" at the wall tent space	Open to community	0 hired	Yes	1 day
	Quill preparation	34 students/ 6 staff	0 hired	Yes	1week total
	Bird Camp	296 students/ 20 staff	0 hired	No	0.5 day
	Exploration of moose bones, antlers and spine	24 students	parent volunteer	No	1day total
	Bannock bake-off	50 students	0 hired	No	0.25 day
	Celebration of Indigenous Veterans	296 students	0 hired	Yes	Several classes

	Beaded keychain making	164 students/ 11 staff	0 hired		
	Beaded 3 strand necklace	132 students/ 9 staff	0 hired	Yes	Several classes
	Rock your Mocs Celebration	296 students	0 hired	No	1 day
	Mocassin art created for rock your mocs	296 students	0 hired	No	2 x 40minute class per class
	Winter concert (songs sung in Wiilideh)	120 students	0 hired	Yes	Ongoing + evening performance
	Fish Camp	296 students/ 56 staff	0 hired	Yes	1week total
	Fish/Duck camp with student mentors	296 students	0 hired	Yes	1week total
	Fox and beaver preparation	296 students	0 hired	Yes	2 days total
N.J. Macpherson	Berry Camp	43 students/ 8 NJ staff	3 hired/ 3 YK1 staff	Yes	1 day per class (1day total)
	Duck camp	41 students/4 NJ staff	4 hired/ 2 YK1 staff	Yes	1 day per class (2 days total)
				No	

	Traditional Games camp	107 students/10 staff	2 ASCNWT staff		0.5 days/ class (2.5 days total)
	Trapping Camp	74 students/6 staff	2 hired/ 2 YK1 staff	Yes	Due to cold weather camp was rescheduled to 0.25/day per class
	Tree Camp	34 students/ 4 staff	2 hired/1 YK1	No	0.5-day total
	Dogsledding	69 students/ 9 staff	2 hired/1 YK1	Yes	0.25/days each (1day total)
	Rabbit camp	358 students/ 49 staff (all)	1 hired	No	1 period per class (2 days total)
	wolverine camp	358 students/ 49 staff (all)	2 hired	No	1 period per class (2 days total)
	Fox camp	358 students/ 49 staff (all)	1 Hired	No	1 period per class (2 days total)
	Bannock making camp	358 students/ 49 staff (all)	1 Hired	No	1 period per class (2 days total)
	Dry meat Making camp/ caribou stew making	358 students/ 49 staff (all)	1 Hired	No	1 period per class (2 days total)
	Fish camp	358 students/ 49 staff (all)	1 Hired	No	1 period per class (2 days total)
	Beaver camp	358 students/ 49 staff (all)	2 hired	No	1 period per class (2 days total)
			1 hired	No	

	Muskrat-squirrels camp	358 students/ 49 staff (all)			1 period per class (2 days total)
	Plant identification camp (scavenger hunt)	358 students/ 49 staff (all)	1 hired	No	1 period per class (2 days total)
	Beaver pom-pom sewing project	43 students/2 staff	0 hired/ 1 staff	No	0.5days total
	Dene games class camp	23 students/2 staff	0 hired/ 1 staff	No	0.25days total
	Jigging Instruction	20 students/ 2 staff	0 hired/ 2 YK1 staff	No	0.25day total
	Drum dance instruction	358 students/ 49 staff (all)	1 hired 1 Volunteer	No	1 period per class/ 2days total
	Beaded broaches	19 students/ 2 staff	1 staff member	Yes	2 periods/ 4 visits (1day total)
	Beaded sun catchers	60 students/ 6 staff	0 hired/ 2 YK1 staff member	Yes	2 periods/ 4 visits (1day total)
	Fire making	46 students/ 5 staff	1 volunteer	No	0.5 day each (1 day total)
	Wood Splitting skills	358 students (open to all students at recess)	1 YK1 staff member	No	Open 4 x month to all students at recess (ongoing).
	Open house (meet our Knowledge Keeper Destiny)	All students, families and community members welcome	1 hired	No	Evening session

	Fire Feeding ceremony (National Day of Truth and reconciliation	358 students/ 49 staff (all) + community	3 drummers/ 1 Elder	Yes	0.25/day
	Fire feeding ceremony (Indigenous Peoples Day)	358 students/ 49 staff (all) + community	3 drummers/ 1 Elder	Yes	0.25/day
Range Lake North	Berry Camp	31 students/ 2 staff	3 hired/ 3 YK1 staff	Yes	1 day total
	Duck camp	19 students/ 2 staff	4 hired/ 2 YK1 staff	Yes	1 day total
	Traditional Games camp	45 students/ 3 staff	2 ASCNWT staff	No	0.5 days/ class (1.0 days total)
	Trapping Camp	30 Students/ 4 staff	2 hired/ 2 YK1 staff	Yes	1 full day
	Tree Camp	21 Students/ 3 staff	2 hired/1 YK1	No	0.5-day total
	Dog Sledding Camp	72 students/ 8 staff	1 hired/1 YK1	Yes	0.25/days each x 3 sessions
	Hide Camp	38 students (3 staff)	4 hired/ 2 YK1 staff	Yes	0.5 day/ each (1 days total)
	Fish Camp	27 students/ 2 staff	4 hired/ 2 YK1 staff	Yes	1 day total
		32 students/ 4 staff	4 Hired	No	Training (pool): .5 day each x 3

	Voyageur Canoe Camp + safety training				groups (1.5 days total) *1 hour classroom training *1 day canoe trip (Cinnamon Island) 1 day each = 2 full days
	Drumming ceremony (National Day of Truth and Reconciliation)	261 students/ 40 staff	3 drummers/ 2 YK1 staff	No	1 hour
	Grade ⅞ Winter Camp	48 students/5 staff	1 hired	No	2 days for 2 groups= 4 days total
	Fish Camp	261/24 staff	0 Hired	Yes	40-80 minute blocks per class (3 days total)
	Beaver Camp	261/24 staff	0 hired	No	40-80 minute blocks per class (3 days total)
	Wolverine Camp	261/24 staff	1 Hired	No	40-80 minute blocks per class (3 days total)
	Muskrat camp	261/24 staff	0 hired	Yes	40-80 minute blocks per class (3 days total)
	Porcupine-Martin camp	261/24 staff	0 hired	No	40-80 minute blocks per class (3 days total)
		14 students/ 2 staff	0 hired	No	2 periods x 4 = 1 full day

	Muskrats (class camp)	44 students/ 2 staff	0 Hired	No	80 minutes visits x 2 visits each
	Trapping instruction/ animal tracks	1 student/ 1 staff	0 hired	No	Ongoing(daily)
	Land Based ILE Breaks for Students (traditional skills)	All staff, students and families	3 drummers, 1 Elder	Yes	0.25/day
	Fire Feeding ceremony (National Day of Truth and reconciliation	All staff, students and families	3 drummers, 1 Elder	Yes	0.25/day
	Fire feeding ceremony (Indigenous peoples day)				
Sir John Franklin Highschool	Fox camp	75 students/ 8 staff	1 hired	No	1 block per class (1 full day)
	Grade 9 winter carnival	150 students/ 8 staff	5 hired	Yes	0.5 day per homeroom x 5 half days
	Winter carnival	200 students/ 8 staff	5 hired	Yes	0.25 day per class x 16 classes
	Dechinta Fish Camp	20 students/ 5 staff	0 hired	Yes	0.5 days
	Bird Camp	15 students/2 staff	5 hired	Yes	1 full day

	Quinzee Making	50 students/ 4 staff	0 hired	No	1 block per group x 5 visits (2 weeks total)
	Fish Bonker Making	30 students/ 2 staff	0 hired	No	5x 70 minutes
	Shore fishing	15 students/ 1 staff	0 hired	No	2 x 70 minutes
	Shelter making	30 students/ 2 staff	0 hired	No	2 x 70 minutes
	Wilderness First Aid skills	50 students/ 4 staff	0 hired (staff led)	No	3 x 70 minutes per class (1 week total)
	Tipi/ wall tent set up	75 students/ 8 staff	0 hired (staff led)	No	2 x 70 minutes x 5 groups
	Traditional foods Cooking	150 students/ 8 staff	0 hired	Yes	Ongoing
	Ulu skills teaching	100 students/ 1 staff	0 hired	No	70 minutes x 6 groups
William McDonald	Hide Camp	98 students/ 5 staff	4 hired/ 2 YK1 staff	Yes	.5 day/ each (2 days total)
	Fish Camp	76 students/ 6 staff	4 hired/ 2 YK1 staff	Yes	1 day each (3 days total)
		77 students/ 5 staff	4 Hired	No	Training (pool): .5 day each x 4

	Voyageur Canoe Camp + safety training				groups (2 days total) *1 hour classroom training *1 day canoe trip (Cinnamon Island) 1 day each = 4 full days
	Fire feeding ceremony (National Day of Truth and Reconciliation)	262 students/ 35 staff	3 drummers/ 1 hired/ 2 YK1 staff	No	1 hour
	Winter Camp	16 students/ 4 staff	0 hired	No	4 full days + 2 site visits
	Fire feeding ceremony (Indigenous Peoples Day)	All staff and students	3 drummers/1 Elder	Yes	0.25/ day
	Traditional Mitt making (beaver and seal)	16 students	0 hired	No	Weekly after school x 7 sessions

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	**Name of School-Based Key Cultural Experienc**	**# of Participant s**	**# of Cultural Resources Experts/Elders Hired**	**Was the Indigenous Language Incorporated Throughout?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*

	e *(list all occurrences)*				
École Į̨tł'ǫ̀	Soapstone carving with local artist	36 students/ 2 staff	1 Hired	No	0.5 days each x 2 classes (1 day total)
	Guest Author and Illustrator shared new book "How Raven Turned Black"	60 students/ 3 staff	1 Hired/ 1 YK1 Staff	Yes	40 minutes x 3 classes
	Guest Artist (Canvas painting workshop)	24 students/ 1 staff	1 hired	No	0.5 days total
	Welcomed 4 Dene Drummers to New School grand opening	Available to all staff/students/ community	4 drummers/ 1 Elder said a prayer	Yes	30 minutes
	Guest speaker (the drum)	48 students/ 3 staff	1 hired	No	0.5 day total
	Guest speaker spoke to classes re: his experiences with moose skin boat making	20 students/ 1 staff	1 hired	Yes	0.25/day
	Spring concert	All staff and students +community	3 Dene Drummers + Elder prayer	No	Evening

	Paper moccasin making with fur	15 students/ 1 staff	0 hired	No	2x 40 minutes
	Felt fish	15 students/ 1 staff	0 hired	No	2 x 40 minutes
	Students enacting Dene legends in class play	20 students	0 hired	No	Ongoing practice + performance for families
Mildred Hall	Soapstone carving with local artist	40 students/ 2 staff	1 Hired	No	0.5 days each x 2 classes (1 day total)
	Guest Author and Illustrator shared new book "How Raven Turned Black"	62 students/ 3 staff	1 Hired/ 1 YK1 staff	Yes	40 minutes x 3 classes
	Guest Artist (Canvas painting workshop)	40 students/ 3 staff	1 Hired	No	0.5 days x 2 per class (2 full days total)
	Aurora College Dene Kede Cultural placements (students worked with YK1 staff to plan, then instructed in	41 students/ 5 staff	0 hired	Yes	Once per week/ class for entire year

	5 week cycles all year on various Dene Kede topics (classroom and land based) weekly in JK and K classes)				
	Community Winter Feast	300 students/ 50 staff/ 100 community members	hired	Yes (prayer)	0.5 day
	Arctic Rose Foundation "Messy Book" collaboration with 2 guest artists (Rachel Marin and Hovak Jonston)	20 students, 1 staff	0 hired	No	After school for 1.5 hours x 9 sessions
	Traditional Games Competition (SJF)	9 students/ 2 staff	0 hired	No	2.5 days
	Drummers/hand games presentation (using MHS students to help present)	300 students/ 50 staff	3 hired	No	0.5/day
	National Day for Truth and	296 students/ 56 staff		Yes	0.5 day

	Reconciliation ceremony		3 drummers, 1 Elder to feed the fire, 1 guest artist		
	Guest artist working with students for Truth and Reconciliation week to share new song	296 students/ 56 staff	1 hired	Yes	4 days total
	Beaded necklace making	120 students	Led by staff	Yes	Several visits over the course of a month
	Beaded orange shirt pins	100 students	Led by staff	Yes	Several visits over the course of a month
	Quinzee making/ shelter making with spruce bough floors	50 students	0 hired	No	Several classes
	Comparison of traditional vs Non-traditional snowshoes (on class adventures + discussion	25 students	0 hired	No	Ongoing
				No	0.25/day

	Family tea and bannock	296 students/ 56 staff + families	0 hired	No	1 week
	Traditional games (jk-3)	125 students/ 9 staff	2 hired	Yes	1 day
	trapping/ skinning rabbits	60 students	0 hired	No	3 days
	Traditional Games	164 students/ 11 staff	2 hired	No	0.5 day
	"Delicious" exhibits @ museum (showcasing northern foods)	40 students	0 hired	No	0.5 day
	Traditional foods themes within class (shared various foods together)	20 students	0 hired	Yes	3-4 x 40 minute classes
	Dream Catcher Making	90 students/ 10 staff	0 hired	Yes	1 week
	Drum making	42 students/ 8 staff	1 hired	Yes	0.5 day
	Indigenous People's Day Family BBQ/fire	296 students/ 56 staff	3 drummers/1 Elder		

	feeding/ drum dance			Yes	1 week total
	Earth Medicine camp	296 students/ 56 staff	2 hired	Yes	Ongoing all year
	Grade 8 moccasin making	23 students	0 hired		
N.J. Macpherson	Indigenous storytelling (evening community event)	40 students + their families	0 hired/ 1 staff	Yes	1 evening (3 hours)
	School/community drum dance + bannock and tea	358 students/ 49 staff (all) + families	3 drummers	No	1 afternoon
	MMIWG Fire ceremony	358 students/ 49 staff (all)	2 YK1 staff	No	0.25 day
	Fire feeding ceremony (National Day of Truth and Reconciliation)	358 students/ 49 staff (all) + families	3 drummers/ 1 Elder/ 3 YK1 staff	Yes	0.25/day
	School Fire feeding/ drum dance (National Indigenous People's day)	358 students/ 49 staff (all) + families	3 drummers/ 1 Elder/ 2 YK1 staff	Yes	0.25/day
	District run monthly language	358 students/ 49 staff		Yes	Monthly

	challenges (monthly prizes provided by YK1)		Translations provided by YK1 ILI		
	Museum visit (YKDFN Exhibit + bussing)	21 students/ 1 staff	0 hired/ 1 YK1 staff	Yes	0.5 day total
	-artistic expression of northern animals/ northern lights	358 students/ 49 staff (all) + families	1 hired	No	1 person per class/ 2 days total
	Community Art Show (work completed with Indigenous Artist)	358 students/ 49 staff (all)	1 Hired	No	1 Evening (3 hours)
	Dene Games camp	23 students/2 staff	2 YK1 staff + parent volunteer	No	3x .5 days (1.5 days total)
	Wood whittling (traditional spruce whistles)	42 students/4 staff	0 hired/ 4 YK1 staff	No	4x .5 days (2 days total)
	Guest Author and Illustrator shared new book "How Raven Turned Black"	63 students/ 3 staff	1 hired/ 1 YK1 staff	Yes	40 minutes x 3 classes

	Re-enactment of "How Raven Turned Black" (School play)	150 students	YK1 drama/music teacher (No hired)	Yes	Fine Arts/music blocks (2 hours/week x 4 weeks) + 1.5 presentation to families
	Indigenous Language Month T-Shirt contest	50 students	0 hired	Yes	1 hour
Range Lake North	Soap Stone Carving workshop with local artist	30 students/ 3 staff	1 Hired	No	0.5 day/each x 2= 1 full day total
	Guest Author and Illustrator shared new book "How Raven Turned Black"	68 Students/ 3 staff	1 Hired/ 1 YK1	Yes	40 minutes x 3 classes
	Guest Artist (Canvas painting workshop)	30 students/ 4 staff	1 Hired	No	0.5 days x 2 sessions per class (2 days total)
	Traditional Games	10 students	0 hired (instructor on staff)	No	2 periods x 10 days
	Drumming instruction	7 students	0 hired (instructor on staff)	No	2 periods x 10 days
	Dene laws Instruction	261 students/ 40 staff	0 hired (YK1 staff)	Yes	1 period per class x 5 visits

	Fish Scale Art	30 students/ 2 staff	0 hired (YK1 staff)	No	2 periods x 2 visits
	Beaver Mitt Making	31 students/ 4 staff	1 Hired	No	2 x .5 days + additional working time
	Instruction on protocols (fire feeding/prayer songs/ how to drum dance)	261 students/ 40 staff	0 hired (YK1 staff)	No	1 period per class x 1 visits
	Sewing project: birds	17 students/ 1 staff	0 hired (YK1 staff)	No	1 instructional class + additional time
	Sewing project: billfold	22 students/ 3 staff	0 hired (YK1 staff)	No	1 instructional class + additional time
	Tobacco Pouches	29 students/ 1 staff	0 hired (YK1 staff)	No	1 instructional class + additional time
	Live it Earth filming: students worked to create a caribou video with Elders	4 students (in video) whole school celebration	2 hired + 3 drummers	No	0.5 day filming/ 1 hour viewing
	Indigenous Language Month Challenges:	261 students/ 40 staff	0 hired/ staff translator	Yes	New challenge weekly (February)

	Aurora College Dene Kede Cultural placements (students worked with YK1 staff to plan, then instructed in 5 week cycles all year on various Dene Kede topics (classroom and land based) weekly in JK and K classes)	47 students/ 5 staff	0 hired	Yes	Weekly for the entire year
	Downie Wenjack Foundation Workshops	15 students plus performance by Leela Gilday for entire school community/families	0 hired	Yes	1 full day total
	Live it Earth (Community Presentation) and family lunch	261 students/ 40 staff	3 drummers hired	No	.25/day
	Dene kede/Camp prep: cranberries, spiders, birds, water,	All	0 hired	Yes	ongoing

	fish, Dene legends, family, caribou, Dog sledding, northern lights				
Sir John Franklin	Guest Artist (Canvas painting workshop)	20 students/2 staff	1 Hired	No	0.5 days total
	Grade 9 "Coming of Age" retreat + fire feeding ceremony	148 students/ 8 staff	2 Hired guest speakers/ 3 drummers	No	2 days x 2 groups (4 days total)
	Blanket Exercise	50 students/4 staff	ECE led	No	0.5 day
	Drumming mentorship	8 students/1 staff	1 hired guest/session	No	Once weekly (lunch hours) x 15 visits
	Beading Project (orange shirt pins)	120 students/ 10 staff	0 hired (staff led)	Yes	2 visits per class x 6 classes
	Sewing project (Poppy)	50 students/5 staff	0 hired (staff led)	Yes	1 visit x 2 classes
	Language challenge	650 students/65	0 hired (ILI led)	Yes	Indigenous Language month
	National Day of Truth and	650 students/65	3 drummers hired	No	0.25/day

	Reconciliation - drum dance				
	Winter holiday celebration- Drum Dance	650 students/65	3 drummers hired + student drummers	No	0.25/day
	Indigenous Language Month (photo op)	650 students/65	0 hired/ staff led	Yes	3 days at school
	Indigenous Honour ceremony	32 students/ 40 staff	8 drummers/ throat singer/ fiddlers/ guest speaker	Yes	3 hours
	Rabbit preparation	75 students/8 staff	0 hired	No	1 block per class/ 1 day
	Fish preparation	75 students/8 staff	0 hired	No	1 block per class/ 1 day
	Fire Making	250 students/ 12 staff	0 hired	Yes	Ongoing
	Muskrat preparation Dream catcher making	30 students/ 1 staff 120 students/ 4 staff	0 hired	No	1 block/day for 1 week 2 x 70 minute class for 6 groups
	Fur sewing -beaver/seal (pom poms)	20 students/ 3 staff	0 hired (staff led)	No	4x 70 minutes each (2 groups)

	Willow Baskets	25 students/ 1 staff	0 hired (staff led)	No	4 x 70 minutes
	On the land navigation	50 students/3 staff	0 hired (staff led)	No	3 x70 minutes each (3 groups)
	Beaver/seal mitt making	10 students/ 2 staff	0 hired (staff led)	No	Twice a week after school x 4 weeks
	Traditional stew and bannock preparation and serving	30 students/5 staff	0 hired (staff led)	No	0.5 days
	Graduation stole/moccasin making	2 students/ 2 staff	0 hired (staff led)	Yes	Ongoing beading project
	Tobacco pouch making	15 students / 2 staff	0 hired (staff led)	Yes	2 x 70 minutes
	Museum visit (YKDFN Exhibits)	60 students/ 2 staff	0 hired (staff led)	Yes	70 minute block
	Arctic Rose foundation (Training for student mentors)	2 students	0 hired (staff initiated)	No	3 full days
	Indigenous Honor Ceremony Banner Creation with Local Artist	4 students	0 hired	Yes	2 full Days

	Indigenous Language Month T-Shirt contest	25 students	1 hired	No	2 x 1 hour
	Indigenous Language Signage created for outdoor classroom space	20 students	0 hired	Yes	3 x 70 minute class
William McDonald	Fire feeding ceremony (National Day of Truth and Reconciliation)	250 students/ 23 staff	3 drummers/ 1 Elder/ 2 YK1 Staff	No	0.25/day
	National Day of Truth and Reconciliation: Guest Speaker (residential school survivor)	250 students/ 23 staff	1 Hired	No	0.25/day
	Homeroom class contributions to video: "How will EWMMS Support Indigenous Resurgence?"	250 students/ 23 staff	0 hired (staff led)	No	0.25 day
				No	

	Mural Creation (16 foot x 8 foot) *2 students selected from every homeroom	22 students / 1 Staff	1 Hired (entire project) + 1 Elder to begin the process with storytelling/grounding us in the North		0.5 days (3 x 1 week sessions)= 7.5 days total
	Community Feast (BBQ)/Mural Unveiling	250 students/ 32 staff + families (400 people total)	3 drummers, 3 YK1 Staff, Company to mount mural	Yes	1.5 hours total
	Soap Stone carving Workshop (local artist)	37 students/ 2 staff	1 hired	No	0.5 days each x 2 classes (1 day total)
	Hand Games Instruction	50 students/2 staff	1 hired	No	2x.25 sessions (half day total)
	Traditional Games Competition (SJF)	9 students / 2 staff	2 staff	No	2.5 days
	Fox Preparation	27 students/ 1 staff	1 Hired	No	1 full day
	Traditional Games Championship (Juneau, Alaska)	9 students/ 2 staff	0 hired	No	1 week
	ASCNWT Facilitated workshops	250 students	2 hired	No	1 week total to work with all classes

	Rock your Mocs	All staff and students invited to participate	0 hired	No	1 day
	Traditional cooking (moose, bannock, fish etc)	All	0 hired	No	Ongoing
	Dream Catcher making	24 students/ 2 staff	0 hired	No	3 x 40 minute visits
	Suncatcher making	24 students/ 2 staff	0 hired	No	3x 40 minute visits
	Antler Earring making	27 students + 1 staff	0 hired	No	3 x 40 minute visits

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	**Land-Based Supplies or Equipment Purchased**	**School-Based Supplies or Equipment Purchased or Rented**	**If training or licensing was required, was it paid through ILE funding?** *(Y/N)*
École Įtł'ǫ̀	firewood rope, first aid kits (including wilderness first aid kit), camp rentals, ducks, fish, animal freezer bags, mallet, tea/ lunch supplies for	bussing for cultural excursions and/or camp, fish, beaver, canvas & paint supplies for workshop beading supplies, animal freezer bags, bannock	N

	Elders, bannock roasting sticks, YKDFN site rental, tarps, dog sled rental, hide tanning/ scraping tools, fire wood	supplies, tobacco and fabric, books to support library (ILE), soapstone plus tools, refreshments and meals for staff, Elders and presenters during ILE PD sessions, book walk (2 separate books), birch basket	
Mildred Hall	rope, first aid kits (including wilderness first aid kit), camp rentals, ducks, fish, animal freezer bags, tea/ lunch supplies for Elders, bannock roasting sticks, YKDFN site rental, moose/caribou hides, knives, buckets, porta-potty rental (camp), wall tent materials, tarps, dog sled rental, hide tanning/ scraping tools, firewood	porcupine, fish, birds, canvas & paint supplies for workshop, beading supplies, bannock supplies, dry meat supplies, hides for moccasins, tobacco and fabric, martin, Indigenous Language month challenge (ILE books for classrooms), strong nations guided reading sets, soapstone plus tools, voyageur canoe rental, JK/K T-Shirts (fish printmaking), refreshments and meals for staff, Elders and presenters during ILE PD sessions, drum making supplies, book walks (2 separate books), traditional games tournament fees,	Canoe safety training, food safety (wall tent cooking)
N.J. Macpherson	rope, first aid kits (including wilderness first aid kit), camp rentals, ducks, fish, animal freezer bags, mallet, bannock supplies, muskrat and beaver, tea/ lunch supplies for Elders, bannock roasting sticks, YKDFN site rental, beaming boards x 2, tarps, dog sled rental, hide tanning/ scraping tools, firewood	fox, wolverine, fish, ducks, canvas & paint supplies for workshop, animal freezer bags, rabbits, bannock supplies, muskrat and squirrels, dry meat supplies, fur for crafting, shared cost of sea can with school for ?ori program supplies, tobacco and fabric, strong nations guided reading sets, refreshments and meals for staff, Elders and presenters during ILE PD sessions, book walks (2 separate books), Indigenous Language month t-shirt	food safety (wall tent cooking)

		design contest winning prints	
Range Lake	rope, first aid kits (including wilderness first aid kit), camp rentals, ducks, grouse, fish, animal freezer bags, mallet and kindling safety splitter, bannock supplies, muskrat and beaver, fish, dog sled rental, tea/ lunch supplies for Elders, wood shed, bannock roasting sticks, YKDFN site rental, moose/caribou hides, porta potty rental (camp), tarps, hide tanning/ scraping tools, fire wood	porcupine, wolverine, fish, duck, canvas & paint supplies for workshop, beading supplies, animal freezer bags, rabbit, bannock supplies, muskrat, squirrels, Beaver mitt making supplies (needles, hide, pelts), tobacco and fabric, strong nations guided reading sets, soapstone plus tools, voyageur canoe rental, JK/K T Shirts (fish print making), refreshments and meals for staff, Elders and presenters during ILE PD sessions, book walks (2 separate books) , traditional games supplies (dowels)	Canoe safety training
Sir John	rope, first aid kits (including wilderness first aid kit), camp rentals, ducks, fish, animal freezer bags, bannock supplies, muskrat and beaver, tea/ lunch supplies for Elders, bannock roasting sticks, YKDFN site rental, hatchets, knives, cast iron pan/tongs/ outdoor cooking supplies, tarps, hide tanning/ scraping tools, fire wood, filet knives	fox, fish, ducks, canvas & paint supplies for workshop, Indigenous Honour Ceremony banner creation supplies, beading supplies, felt and hide for traditional crafts, hide and stroud for Indigenous honor ceremony stoles and moccasins, animal freezer bags, rabbit, bannock supplies, tobacco and fabric, set of 5 traditional drums, ILE books to support library, refreshments and meals for staff, Elders and presenters during ILE PD sessions, large bannock bowl, wood and paint for language signage in outdoor classroom, Indigenous Language month t-shirt design contest winning prints	N

William McDonald	rope, first aid kits (including wilderness first aid kit), camp rentals, ducks, fish, animal freezer bags, bannock supplies, muskrat and beaver, tea/ lunch supplies for Elders, 1 snowmobile, winter camp sleeping bag bags, maintenance of snowmobiles, snowmobile registration, bannock roasting sticks, YKDFN site rental, fibreglass toboggan, moose/caribou hides, porta potty rental (camp), hide tanning/ scraping tools	fish, fox, 16x 8 foot mural supplies, beading supplies, animal freezer bags, bannock, supplies Beaver and seal mitt making supplies (needles, hide, pelts), tobacco and fabric, ILE books to support library, soapstone plus tools, voyageur canoe rental, refreshments and meals for staff, Elders and presenters during ILE PD sessions, traditional games tournament fees, transportation for consultant/ artist, antlers, saw to cut antlers	Canoe safety training

G. Strengthening Core and Immersion Indigenous Language Instruction

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

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

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

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability.	A vibrant Indigenous Language program not only benefits students but also serves as a gateway for a brighter future for an entire community. This highlights the critical need for effective and successful school programing 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. Language classes for K-Grade 8 at Mildred Hall School are offered and student experience games, hands-on activities, cultural activities (scraping hides, making moccasins, cleaning fish etc..). Students at Sir John Franklin High School Grades 9-12 have the opportunity to take an Indigenous Language class rather than French. In these classes students participate in Our Languages Curriculum activities to strengthen vocabulary and oral proficiency. Next year, we are expanding students' opportunity to participate in Indigenous Language programming at two additional schools, École Įtł'ǫ̀ and NJ Macpherson.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(If applicable)*
# of new ILIs in the region	0	0	
Areas of Strength for the region	Strong cultural programming (District wide) with authentic, hands-on experiences. Strong connections and relationships with YKDFN		
Areas for Development for the region	Increased language representation (school wide approach) Creation of succession plan for ILI's.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a **'whole school approach to language use'** bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	**Indigenous Language Signage in Schools** *(Y/N)*	**Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.**	**Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.**
École Įtł'ǫ̀	Y	Language challenges Tlicho language classes announcements in Tlicho/Wiìlìdeh games played in Tlicho/Wiìlìdeh	Language challenges greetings at special events family feasts/ concerts/celebrations
Mildred Hall	Y	Language challenges Tlicho language classes announcements in Tlicho/Wiìlìdeh games played in Tlicho/Wiìlìdeh	Language challenges greetings at special events family feasts YK1 Hide camp school concert
N.J. Macpherson	Y	Language challenges Tlicho language classes announcements in Tlicho/Wiìlìdeh games played in Tlicho/Wiìlìdeh	Language challenges greetings at special events
Range Lake	Y	Language challenges announcements in Tlicho/Wiìlìdeh games played in Tlicho/Wiìlìdeh	Language challenges greetings at special events
Sir John	Y	Language challenges Tlicho language classes announcements in Tlicho/Wiìlìdeh games played in Tlicho/Wiìlìdeh	Language challenges greetings at special events Indigenous Honour ceremony

William McDonald	Y	Language challenges Tlicho language classes announcements in Tlicho/Wiìlìdeh games played in Tlicho/Wiìlìdeh	Language challenges greetings at special events

I. Community Support

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

The following table details the **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

<table>
<tr><th>Allocated
($)</i></th><th>Actual
<i>($)</th><th>Community Support Activity</th><th>Total
($)</th><th>Explanation for Difference
(if applicable)</th></tr>
<tr><td rowspan="7">$58,751</td><td>Range Lake North</td><td>$12,892.05</td><td rowspan="7">$111,168.02</td><td rowspan="7">Various opportunities presented themselves that YK1 was fortunate to be included in.

Working with Elders for resource development, Including Elders on a professional development opportunity for staff (July, 2022).</td></tr>
<tr><td>Mildred Hall</td><td>$13,738.44</td></tr>
<tr><td>École Įtł’ǫ</td><td>$11,778.52</td></tr>
<tr><td>N.J. Macpherson</td><td>$11,498.12</td></tr>
<tr><td>William McDonald</td><td>$14,190.23</td></tr>
<tr><td>Sir John Franklin</td><td>$16,724.75</td></tr>
<tr><td>District Office/ YK1 PD and resource development</td><td>$30,345.91</td></tr>
</table>

J. 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.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$47,203	$47,203		$38,492.35	Able to support resource development through the use of translations provided by staffed ILIs. Many staff prefer the accessibility and organization of digital copies vs. mass printing

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participatin g	**OLC or ILE Handbook**	**Specific Focus** (ex: assessment)	**Training Provider** (ex: RILE, ECE, contractor)	**Planned Dates and Location**	**Was this training held as planned ?** (Y/N) If no, why not?
All YK1 ILI's and RILE + PST (9 total)	OLC	physical literacy	ECE	May 9, YK1 portables	Yes
Range Lake North/ École William McDonald School (2 total)	ILE	Anti-racism and cultural awareness training	ECE	January/ March @ each school	Yes
Mildred Hall School (3 ILI's + RILE)	OLC/ILE	whole school approach to language	ECE	January @ MHS	Yes
Online- 1 ILI (MHS)	ILE	4 Seasons of Reconciliation - online course	First Nations University	ongoing (January-June)	Yes

The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Language Games (translations)	Molecule game, what time is it Mr. Wolf?	Digital	Wiìlìdeh/ Tlicho

Google slides/ printable signage/books *Not original, but digitize and shared with permission from YKDFN	"Easy to Learn YKDFN Series"- Animals, Food, Trees, colours, numbers	Digital	Wiìlìdeh
Traditional Games Info *Not original but digitized with permission from Sport North	Stick pull, Dene Football, stick raising, spear throw, running races, backpack race, stick twist, tug-of-war, Dene baseball, stick throw, Mitten Game, snow snakes, backslapping race, caribou chase, pole race	Digital	English
Posters	Indigenous Languages Month	200/ digital	Wiìlìdeh
Google slides (pre-teaching camp language/ school activities)	Hide Camp, trapping, introductions, dogs, fish camp, sewing and crafting, Winter holiday, weather, local bodies of water, days of the week, feelings and emotions, bird camp, greetings,	digital	Wíílídeh

	berry camp, National Day for Truth and Reconciliation		
Monthly Language challenge	Monthly back and forth phrases produced and encouraged in class/ Yellowknife community	posted in classroom s/ digital/ shared by City of Yellowknif e	Wíílídeh

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation
Chromebooks	15	Instruction in language classes at SJF
Chromebook cart	1	storage and charging for Chromebooks

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Yellowknife District No.1 Education Authority

(Yellowknife Education District No. 1)

Consolidated Financial Statements

June 30, 2023

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YELLOWKNIFE EDUCATION DISTRICT NO. 1
OF THE NORTHWEST TERRITORIES
ADMINISTRATION SCOLAIRE DE DISTRICT NO 1 DE YELLOWKNIFE
Box 788, Yellowknife, NT X1A 2N6
Tel: (867) 766-5050 Fax: (867) 873-5051
yk1.nt.ca yk1@yk1.nt.ca

Management Discussion and Analysis
Fiscal year end June 30, 2023

Introduction

Yellowknife Education District No. 1 (YK1) Administration:
Jameel Aziz, Superintendent of Education /CEO
Tram Do, Secretary/ Treasurer/CFO
Shirley Zouboules, Assistant Superintendent, Education Services
Landon Kowalzik, Assistant Superintendent, Human Resources and Learning

Current Board of Trustees:
David Wasylciw, Chairperson
Tina Drew, Vice Chairperson

Trustees:
Barbara Bell
Terry Brookes
Michelle Peters
Allan Shortt
Jason Snaggs

Active Standing Committees include:

- Audit Committee
- Committee of the Whole
- Finance Committee
- Policy Committee
- Public Relations Committee
- NWTTA Teacher-Board Committee
- Facilities 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 2023:

Wellness: Cultivate a culture of holistic wellness

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

Learning: Ensure inclusive, equitable and authentic learning experiences

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

Indigenous Language and Education: Honour and celebrate Indigenous Language and Culture

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

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

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

Operating Environment

YK1 operates six schools in the City of Yellowknife, 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 Grades 5 students.
- Special programs include physical education, visual arts, music, drama, and a (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; and,
- The school has an active Parent Advisory Council.

École Įtł'ǫ̀ (JK-5)

- École Įtł'ǫ̀ (EI) is YK1's newest school and opened 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, lunch time clubs, including intramurals
- Indigenous language and culture is integrated into classroom sessions;
- On the land inquiry learning for all grades; and,
- An annual four-day French/Indigenous 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 Wìilìideh language courses.
- The school offers 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 1-8;
- 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.
- Outdoor learning spaces give students the opportunity to take their learning outdoors, using the natural environment to further student learning and incorporating the Wìilìideh 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 that are used in the school's foods program; and

- Positive Behavioral Interventions and Support (PBIS) is a proactive approach the school uses to support positive 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; and
- EWMS's Sports Academy includes hockey, futsal, and athletics. The school's fitness room was renovated in 2022.

Range Lake North School (JK-8)

- Range Lake North School (RLN) offers English programming for Junior Kindergarten (JK) to Grade 8 students, Post-Intensive French for Grade 7 and 8 students, Core French for Grade 1-4 & 6 students, and Pre-Intensive French camps for Grade 5 students;
- Student Options Program: Grade 6-8 students choose from a variety of six-week sessions, which could include 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; and,
- The school is supported by an active and involved Parent Advisory Committee that organizes a large annual spring fundraising event called "Family Fun Night". Proceeds of this event are used to support 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;

- ESJF offers Indigenous culture programming and camps, including Wíílídeh 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;
- Additional supports and resources are available to students who wish to access them, 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; and,
- 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 (Route 51) is an alternate high school program, which offers:

- A flexible schedule designed to accommodate students
- Credits for work experience; and,
- Smaller student-to-teacher ratio, and students can focus on one course at a time.

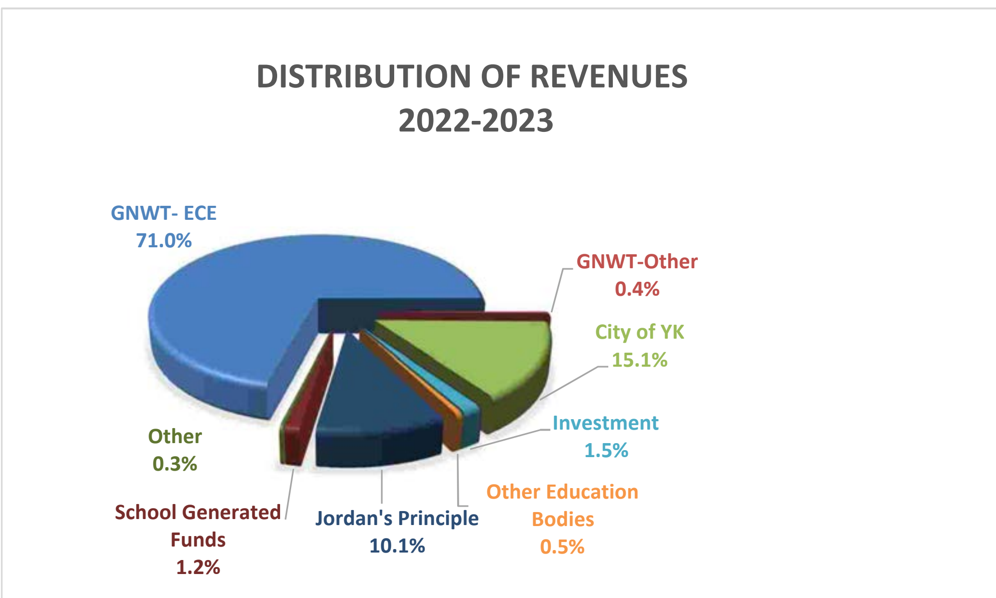
Financial Condition

YK1 receives the majority of revenues from Formula funding (enrolment driven) from the Department of Education, Culture and Employment (ECE), which makes up 71.0% of revenues. Property taxation revenue from the City of Yellowknife is 15.1%, Jordan's Principle from (Government of Canada) revenue is 10.1%. 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.

Revenues

GNWT- ECE	$32,043,308
GNWT-Other	162,424
City of YK (Property Taxation)	6,801,835
Investment	677,353
Other Education Bodies	233,340
Jordan's Principle	4,564,020
School Generated Funds	519,888
Other	116,126
Total Revenues	$45,118,294

Revenues Chart



Expenditures

School Programs	25,628,598
Inclusive Schooling	6,863,392
Operations & Maintenance	4,097,942
Administration	1,929,895
Indigenous Language & Culture	1,321,448
Jordan's Principle	4,091,720
School Generated Funds	502,818
Total Operation Expenditures	44,435,813
Amortization	949,602
Total Expenditures	**45,385,415**

Operational Expenditures

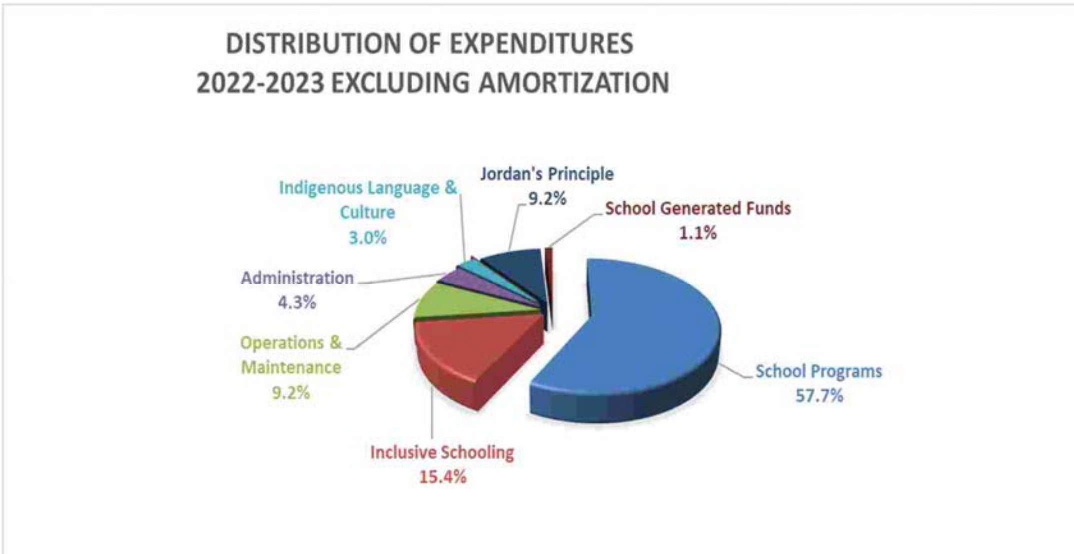
Expenditure allocations are based on the Department of Education, Culture and Employment's funding formula. School related expenditures (76.14%) consist of School Programs (57.7%), Inclusive Schooling (15.5%), and Indigenous Language and Culture (3.0%) which directly relate to schools. Jordan's Principle expenditures are also directly related to schools, and account for 9.2% of the total expenditure allocation, and is federally funded.

Asset Retirement Obligation

The Public Sector Accounting Board is requiring all Government entities to account for Asset Retirement Costs as per Public Sector Accounting Standard 3280 (PS 3280) as of April 1, 2022. Asset Retirement costs are costs that are required at the end of an asset's life such as asbestos removal prior to the rebuild of a building. These Asset Retirement Costs are added to the Tangible Asset Value of the buildings and a corresponding liability created to effectively plan for the expenditures related to the retirement of the asset.

YK1 contracted Associated Environmental to complete a hazardous material assessment of all buildings in 2017. Based on the report, partial removal of asbestos was complete for the Maintenance shop in 2018. The GNWT completed remediation at Sir John Franklin High School. YK1 contracted Associated Environmental in 2023 to provide update values for hazardous materials remaining and to give an estimate for Asset Retirement costs. These estimates were provided to GNWT Department of Finance and the entry to record the Asset Retirement Obligation (ARO) was provided to YK1. The liability for Asset Retirement Obligation at June 30, 2023 is $725,527. This liability is recommended by the Auditors to deduct against the book value of our Buildings.

Expendítures Chart



Accumulated 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. The Investment in Tangible Capital Assets is the book value of our buildings (mostly transferred in kind from GNWT) and our equipment purchases. Asset Retirement Obligation is deducted from the net book value of Tangible Capital Assets.

Accumulated Surplus	2022/2023
Investment in Tangible Capital Assets:	
Tangible Capital Assets	$12,400,379
*Asset Retirement Obligation	-725,527
Net Tangible Capital Assets	$11,674,852
* Recommended by Auditors to net with TCA versus surplus	

Surpluses :	
Operating (unrestricted)	3,902,384
Capital (unrestricted)	904,165
Decentralized (restricted for Schools)	447,833
Total Accumulated Surplus	5,254,382
Leave and Termination Benefits (funded following year)	2,179,989
	7,434,371

- The Pellet Boiler Reserve balance of $9,964, has been transferred back to the operating surplus after project completion. The project was completed under budget.

The unrestricted surpluses excluding Decentralized (School's) surplus is 10.8% ($4,806,550 /$44,351,281) of the total 2023/2024 budgeted expenditures excluding amortization. *This is based on the Auditor's recommendation for netting the Asset Retirement Obligation against Tangible Capital Assets versus netting it against the Surplus.*

The Board of Trustees approved a deficit budget for 2023/2024 school year of -$807,969 (without amortization), which reduces the unrestricted surplus to 9.0% ($3,998,581/$44,351,281). *The total of the unrestricted surpluses is the balance available for emergent budget approvals by the Board and Superintendent.*

The accumulated unrestricted surplus enables 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. DT Electric replaced the LED lights in Sir John Franklin High School, the project was completed this past summer.

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	2022/2023	2021/2022	Change
Beginning Balance	661,671	737,811	-76,140
Net Income (loss)	25,034	-76,140	+101,174
Transfer from FY 2022	-7,964	0	-7,964
Balance, end of year	**678,741**	**661,671**	**+17,070**

Budget/Actual Comparisons

YK1 revenues variance highlights:

- ECE regular contribution revenues increased by $556,238 due to termination benefits funding $521,973 and mentorship funding $34,265.

- Other ECE contribution revenues are higher due to carry-over COVID-19 funding from previous fiscal year $807,059.
- GNWT Other contribution revenue is from:

o MACA Active After School	$101,800
o MACA Youth Corp	23,000
o Dept HSS Drop the Pop	28,775
o Dept ITI unused paid back	-11,151
o Dept ENR Take a kid trapping	20,000
Total	$162,424

- Portfolio Investment income $677,353 higher than budget $220,000 by $455,353, previous year investment income is $115,661. This is due to higher interest rates.

- Jordan's Principle Revenue from the Federal Government is a total of $4,564,020, which is $983,395 higher than budget. This also includes funding for menstrual products of $63,128. Unspent Jordan's Principle funds of $1,687,479 due to lack of staff have been returned to the Federal Government. Unspent menstrual product funds of $239,554 is carried-over to the 2023-2024 school year.

- School Generated Funds is total trust account revenue generated by the schools for the school year $519,888.

- Other income $116,126 consists of the following:

o Breakfast club of Canada	11,100
o Food First Foundation	12,000
o District Office Parking stall rental	25,086
o Make Way Tides	25,000
o Book Sales (ILC)	1,505
o Miscellaneous	200
o NWTTA – PD Contribution	7,200
o PC Children's Charity	9,935
o Canadian Parents for French	8,000
o Misc. Hide Camp Contributions	16,100
Total	$116,126

YK1 expenses variance highlights:

- Operations and Maintenance costs are higher due to:
  - Snow Removal costs due to record snowfalls;
  - Additional O&M costs; and,
  - Increase in Environmental Liability due to update cost estimates $49,830

- Inclusive Schooling costs higher than budget due to increase in Substitute costs.

- Administration costs higher than budget by $107,626 due to termination costs, which will is funded the following school year.

Enrolment and Pupil Teacher Ratio (PTR)

Yellowknife Education District No.1	Enrolment	Enrolment	Teachers/ Admin/ PST	Early Childhood Instructors	Pupil/Teacher ratio	
September 30, 2022	K-12	JK	K-12	JK	K-12	JK
School:	Sep-22	Sep-22				
Mildred Hall School	255.00	30.50	19.70	2.00	12.94	15.25
Ɂıtłʼǫ̀ School	253.00	31.50	17.00	4.00	14.88	7.88
William McDonald School	257.50	-	17.75	-	14.51	
NJ Macpherson School	294.50	56.00	20.50	4.00	14.37	14.00
Range Lake North School	235.50	24.50	18.81	2.00	12.52	12.25
Sir John Franklin High School	657.50	-	38.00	-	17.30	
Total District	**1,953.0**	**142.5**	**131.76**	**12.00**	**14.82**	**11.88**

Overall enrolment for September 2022 was 2095.5 full time equivalent students (FTE) September 2021 was 2090, an increase of 5.5 full time equivalent (FTE) students from September 2021.

Summary of 2022/2023

YK1 welcomed a new Superintendent/CEO, Jameel Aziz on August 15, 2022.

YK1 welcomed Jordan Martin as our Director of Operations following the departure of Elvis Beaudoin in December 2022. Jordan is a returning employee.

Board of Trustees Acclamation:

The Board of Trustees were acclaimed on October 17, 2022. Trustees for a 4 year term from November 1, 2022 to October 31, 2026 are:

Allan Shortt
Barbara Bell
David Wasylciw
Michelle Peters
Jason Snaggs
Terry Brookes
Tina Drew

USW Collective Agreement July 1, 2022- June 30, 2025:

The Collective Agreement with United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union (United Steelworkers) Local 1-207 and YK1 was settled in June 2023 for a three year contract with salary increased tied to the GNWT's Collective Agreement settlement with UNW.

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 Secretary / Treasurer CFO Yellowknife District No. 1 Education Authority

Crowe MacKay LLP
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Independent Auditors' Report

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

Report on the Audit of the Consolidated Financial Statements

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, 2023, 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, 2023, and its results of operations, its changes in net financial assets 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 38 to the consolidated financial statements, which explains that certain comparative information presented for the year ended June 30, 2022 has been restated. Our opinion is not modified in respect of this matter.

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

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

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

Independent Auditors' Report (Continued)

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

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

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

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

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority’s internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditors' Report (Continued)

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

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

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

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

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

Crowe MacKay LLP

Yellowknife, Northwest Territories **Chartered Professional Accountants**
November 14, 2023

Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Financial Position

Statement 1

As at June 30,	2023	2022 (Restated)
	$	$
FINANCIAL ASSETS		
Cash (Note 4)	**10,223,962**	10,007,034
Restricted Cash (Note 6)	**699,164**	653,707
Portfolio Investments (Note 7)	**5,140,000**	4,140,000
Accounts Receivable (Note 8)	**698,441**	803,012
Due from Government of Canada (Note 13)	**113,339**	126,431
Deposit in Trust (Note 33)	-	39,856
	16,874,906	15,770,040
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	**956,592**	737,426
Payroll Liabilities (Note 10)	**5,038,812**	4,415,341
Vacation Payable (Note 10)	**174,817**	258,206
Deferred Revenue (Note 11)	**282,154**	1,026,837
Contribution Repayable (Note 12)	**1,935,076**	1,269,139
Post-employment Benefits and Compensated Absences (Note 17)	**2,179,989**	2,517,379
Environmental Liabilities (Note 34)	**229,481**	179,651
Asset Retirement Obligations (Note 37)	**725,527**	828,150
	11,522,448	11,232,129
NET FINANCIAL ASSETS	**5,352,458**	4,537,911
NON-FINANCIAL ASSETS		
Tangible Capital Assets (Note 18)	**12,400,377**	13,479,762
Prepaid Expenses (Note 19)	**3,723**	6,006
	12,404,100	13,485,768
ACCUMULATED SURPLUS (Note 35)	**17,756,558**	18,023,679
Represented by:		
Operating Fund	**3,902,384**	3,276,102
Investment in Tangible Capital Assets	**11,674,852**	12,651,612
Decentralized Surplus	**447,833**	371,582
Pellet Boiler Reserve	-	9,964
Capital Fund Reserve	**904,165**	904,165
LED Reserve	**148,583**	148,583
School Generated Funds	**678,741**	661,671
	17,756,558	18,023,679

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

Approved on behalf of the board:

Trustee ______________________ **Trustee** ______________________

Consolidated Statement of Operations

Statement 2

For the year ended June 30,	2023 Budget $	**2023 Actual $**	2022 Actual (Restated) $
REVENUES			
Government of the Northwest Territories			
Regular contributions	29,945,867	**30,502,105**	30,475,041
Other contributions	123,000	**932,727**	872,675
French languange revenues	550,000	**608,476**	532,197
Total ECE (Note 30)	30,618,867	**32,043,308**	31,879,913
GNWT other contributions (Note 31)	-	**162,424**	110,425
Government of Canada			
Jordan's Principle	3,580,624	**4,500,892**	3,150,941
Menstrual Product Funding	-	**63,128**	-
Total Government of Canada	3,580,624	**4,564,020**	3,150,941
Other education bodies	192,500	**233,340**	265,282
Property tax requisitioned	6,777,900	**6,801,835**	6,866,094
Education authority generated funds			
Rental income	-	**-**	241,010
Sale of building	-	**-**	2,051,030
Portfolio investment income	220,000	**677,353**	115,661
School generated funds - revenues (Note 36)	-	**519,888**	162,258
Other	19,562	**116,126**	146,683
	239,562	**1,313,367**	2,716,642
Total revenues	41,409,453	**45,118,294**	44,989,297
EXPENSES			
School programs	25,473,150	**25,628,598**	25,726,392
Inclusive schooling	6,672,704	**6,863,392**	6,769,176
Staff accommodations	-	**-**	219,430
Operations and maintenance	3,596,023	**4,097,942**	4,214,402
Administration	1,822,270	**1,929,895**	1,655,824
Indigenous language/cultural programs	1,308,836	**1,321,448**	1,285,860
Jordan's Principle	3,378,275	**4,091,720**	3,150,941
Amortization	1,000,000	**949,602**	1,437,138
School generated funds - expenses (Note 36)	-	**502,818**	238,398
Total operating expenses	43,251,258	**45,385,415**	44,697,561
Operating surplus (deficit) before other items	(1,841,805)	**(267,121)**	291,736

Consolidated Statement of Operations (Continued) — Statement 2

For the year ended June 30,	2023 Budget $	**2023 Actual $**	2022 Actual $
OTHER ITEMS			
GNWT ECE infrastructure contributions	-	-	3,023,607
Grant in-kind - GNWT assets provided at no cost (Note 20)	-	**200,074**	200,074
Rent expense - GNWT assets provided at no cost (Note 20)	-	**(200,074)**	(200,074)
Federal capital contributions - Greenhouse Gas ("GHG") Grant	-	-	1,063,233
Recovery of environmental liabilities	-	-	756,250
Operating surplus (deficit)	(1,841,805)	**(267,121)**	5,134,826
Opening accumulated surplus, as previously stated	18,023,679	**18,628,031**	13,458,536
Change of accounting policy (Note 38)	-	**(604,350)**	(569,683)
Opening accumulated surplus	18,023,679	**18,023,681**	12,888,853
Closing accumulated surplus	16,181,874	**17,756,560**	18,023,679

(the "Authority")

Consolidated Statement of Changes in Net Financial Assets — Statement 3

For the ended June 30,	2023 Budget $	**2023 Actual $**	2022 (Restated) Actual $
Operating surplus (deficit)	(1,841,805)	**(267,121)**	5,134,826
Acquisition of tangible capital assets	-	-	(4,441,251)
Amortization of tangible capital assets	1,000,000	**949,602**	1,437,138
Adjustment to asset retirement obligations	-	**129,783**	(801,848)
	(841,805)	**812,264**	1,328,865
Purchase of prepaid expenses	-	**(3,723)**	(6,006)
Use of prepaid expenses	-	**6,006**	670,711
	-	**2,283**	664,705
Increase in net financial assets	(841,805)	**814,547**	1,993,570
Net financial assets at beginning of year	4,537,911	**4,537,911**	2,544,341
Net financial assets at end of year	3,696,106	**5,352,458**	4,537,911

Consolidated Statement of Cash Flows — Statement 4

For the year ended June 30,	2023 $	2022 (restated) $
OPERATING TRANSACTIONS		
Operating surplus (deficit)	**(267,121)**	5,134,826
Items not affecting cash:		
Amortization	**949,602**	1,437,138
Decrease (increase) in school generated activities	**(45,457)**	84,104
GNWT ECE infrastructure contributions (Note 23)	**-**	(3,023,607)
Adjustments in asset retirement obligation	**129,783**	(801,848)
Changes in non-cash assets and liabilities		
Decrease (increase) in due from Government of Canada	**13,092**	4,249
Decrease (increase) in accounts receivable	**104,575**	(273,759)
Increase (decrease) in accounts payable	**219,163**	397,417
Increase (decrease) in payroll liabilities	**623,471**	(278,609)
Increase (decrease) in environmental liabilities	**49,830**	(756,250)
Increase (decrease) in asset retirement obligatoins	**(102,623)**	828,150
Increase (decrease) in leave and termination benefits	**(337,391)**	639,300
Increase (decrease) in vacation payable	**(83,389)**	11,037
Decrease in deferred revenue	**(744,683)**	(1,241,584)
Increase in contribution payable	**665,937**	1,269,139
Increase (decrease) in prepaid expenses	**2,283**	664,705
CASH PROVIDED BY OPERATING TRANSACTIONS	**1,177,072**	4,094,408
INVESTING TRANSACTION		
Acquisition of portfolio investments	**(1,000,000)**	(4,140,000)
CASH USED BY INVESTING TRANSACTION	**(1,000,000)**	(4,140,000)
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	**-**	(1,417,644)
Receipt of deposit in trust for pellet boilers	**39,856**	1,417,644
CASH PROVIDED FOR CAPITAL TRANSACTIONS	**39,856**	-
INCREASE (DECREASE) IN CASH	**216,928**	(45,592)
CASH AT BEGINNING OF YEAR	**10,007,034**	10,052,626
CASH AT END OF YEAR	**10,223,962**	10,007,034

Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Expenses — **Statement 5**

For the year ended June 30,	School Programs $	Inclusive Schooling $	Operations and Maintenance $	Administration $	Indigenous Languages $	Jordan's Principle $	Transfer and Other $	**Total 2023 $**	Budget 2023 $	Total 2022 $
SALARIES										
Honoraria	-	-	-	81,762	97,661	-	-	**179,423**	168,397	121,642
Instructional assistants	1,217,842	2,513,245	-	-	248,535	2,595,538	-	**6,575,160**	6,069,353	5,445,910
Non-instructional staff	2,504,448	47,482	596,593	1,308,843	-	-	-	**4,457,366**	4,144,607	4,660,260
Teachers	15,237,067	2,736,827	-	-	544,219	625,685	-	**19,143,798**	18,849,878	18,713,707
	18,959,357	5,297,554	596,593	1,390,605	890,415	3,221,223	-	**30,355,747**	**29,232,235**	28,941,519
EMPLOYEE BENEFITS										
Employee benefits/allowances	3,677,329	1,019,026	124,683	228,784	157,953	700,905	-	**5,908,680**	6,381,256	5,494,008
Leave and termination benefits	(372,301)	142,250	12,343	39,026	13,593	-	-	**(165,089)**	-	639,299
	3,305,028	1,161,276	137,026	267,810	171,546	700,905	-	**5,743,591**	**6,381,256**	6,133,307
SERVICES PURCHASED										
Advertising and printing	103,575	-	-	18,901	-	-	-	**122,476**	35,480	13,673
Communication	112,721	1,160	8,513	52,145	-	-	-	**174,539**	196,600	129,394
Contracted services	378,614	172,234	(20,801)	449	-	16,800	-	**547,296**	742,565	1,517,196
Maintenance and repairs	23,518	1,236	1,286,833	17,224	-	-	-	**1,328,814**	932,470	1,079,942
Other	240,210	-	-	76,993	-	-	-	**317,203**	194,506	276,622
Professional and technical	448,787	156,201	2,627	62,402	3,411	30,147	-	**703,575**	587,840	542,413
Rentals and leases	128,450	-	-	7,647	-	-	-	**136,097**	167,700	163,264
Student transportation	544,791	13,469	-	-	-	-	-	**558,260**	585,000	446,857
Travel	188,449	8,930	-	-	15,815	-	-	**213,194**	115,000	180,334
Utilities										
Heating	-	-	834,044	-	-	-	-	**834,044**	763,782	847,646
Electricity	-	-	1,019,591	-	-	-	-	**1,019,591**	930,000	946,456
Water/Sewage	-	-	193,969	-	-	-	-	**193,969**	213,016	232,651
	2,169,115	353,230	3,324,776	235,761	19,226	46,947	-	**6,149,058**	**5,463,959**	6,376,448
MATERIALS										
Awards and student events	7,658	-	-	10,024	-	-	-	**17,682**	-	21,637
Freight	4,391	-	313	723	-	-	-	**5,427**	21,650	5,709
Materials and supplies	1,183,049	51,332	39,234	24,972	240,261	122,645	502,818	**2,164,308**	1,152,158	1,755,501
	1,195,098	51,332	39,547	35,719	240,261	122,645	502,818	**2,187,417**	**1,173,808**	1,782,847
AMORTIZATION	-	-	-	-	-	-	949,602	**949,602**	**1,000,000**	1,437,138
Total operating expenses	25,628,598	6,863,392	4,097,942	1,929,895	1,321,448	4,091,720	1,452,420	**45,385,415**	**43,251,258**	44,671,259

(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 2023 $
SALARIES					
Program support teachers/counsellors	2,137,838	36,989	-	609,482	**2,784,309**
Support assistants	2,513,245	-	-	-	**2,513,245**
	4,651,083	36,989	-	609,482	**5,297,554**
EMPLOYEE BENEFITS	1,064,487	-	-	96,788	**1,161,275**
SERVICES PURCHASED					
Professional and technical	156,201	-	-	-	**156,201**
Communication	1,160	-	-	-	**1,160**
Travel	8,930	-	-	-	**8,930**
Student transportation	13,469	-	-	-	**13,469**
Maintenance and repairs	1,236	-	-	-	**1,236**
Other contracted services	81,070	91,165	-	-	**172,235**
	262,066	91,165	-	-	**353,231**
MATERIALS					
Materials and supplies	3,505	(14,085)	36,649	25,262	**51,331**
Total operating expenses	5,981,141	114,069	36,649	731,532	**6,863,391**

Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Indigenous Language and Culture-Based Education Expenses **Statement 7**

For the year ended June 30,	Indigenous Education $	Our Languages Curriculum Resource Development $	Community Support $	**Total 2023 $**
SALARIES				
Indigenous language instruction	266,599	277,620	-	**544,219**
Cultural resource staff	190,419	-	58,115	**248,534**
Elders in schools	-	10,441	87,220	**97,661**
	457,018	288,061	145,335	**890,414**
EMPLOYEE BENEFITS	99,042	52,734	19,770	**171,546**
SERVICES PURCHASED				
Professional/technical services	1,086	-	2,326	**3,412**
Travel	15,815	-	-	**15,815**
	16,901		2,326	**19,227**
MATERIALS				
Materials	211,086	29,005	170	**240,261**
TOTAL	784,047	369,800	167,601	**1,321,448**

French Language Program

BILATERAL AGREEMENT FUNDING
For the year ended June 30, 2023

	Contribution from the Department $	Commitment from the Authority $	Expenses $	Over (under) funding $
Teacher assistants (Staff)	35,000	35,000	98,242	(28,242)
French immersion pedagogy specialist	70,000	55,000	110,565	14,435
Intensive & PIF French coach (staff)	35,000	12,000	47,164	(164)
Intensive & PIF French (staff)	70,000	430,000	627,331	(127,331)
Intensive PIF (elective courses)	3,000	1,000	1,627	2,373
Special Projects				
French camps	27,000	3,000	28,424	1,576
Assessment, intensive & PIF	30,000	5,000	35,584	(584)
French resources	35,000	5,000	38,721	1,279
Cultural activities	7,000	2,000	11,254	(2,254)
Professional development	30,000	6,000	36,109	(109)
Consultant	80,000	140,000	170,920	49,080
Language coach (salary) reading recovery	50,000	-	67,415	(17,415)
Updating resources	4,500	-	7,249	(2,749)
Supporting SSDEC, DBEC and SDEC (partnership)	4,000	-	7,249	(3,249)
Peer observation/shadowing partnership	9,000	-	7,249	1,751
Special project - FSL video clip	23,000	-	22,688	312
Total	**512,500**	**694,000**	**1,317,791**	**(111,291)**

Student Success Initiative Projects

For the year ended June 30,	2023 Budget $	2023 Actual $
Revenues		
Government of the Northwest Territories	123,000	**123,000**
Carry Forward from 2021-2022	94,020	**94,020**
Total revenues	217,020	**217,020**
Expenses		
Salaries/Wages		
Substitute teacher wages	56,400	**36,989**
Other Expenses		
Materials and supplies	48,080	**28,696**
Total operating expenses	217,020	**165,780**
Surplus	-	**51,240**

Report on Activities of Specific Programs — Statement 10

Jordan's Principle

	June 30, 2023 Contribution Approved $	June 30, 2023 Actual $	June 30, 2022 Actual $	July 1, 2022 - March 31, 2023 Actual $	April 1, 2023 - June 30, 2023 Actual $
Revenue					
Government of Canada					
- First Nations and Inuit Health Branch	5,698,860	5,859,573	4,071,875	3,499,519	2,360,054
Administration fee	569,886	409,173	286,449	242,328	166,844
Total - Government of Canada	6,268,746	6,268,746	4,358,324	3,741,847	2,526,898
Carry forward from previous year					
Carry forward from previous year - returned		-	(732,673)		
Contributions not received	(80,375)	(80,375)	(3,808)	-	(80,375)
Total Revenue	6,188,371	6,188,371	3,621,843	3,741,847	2,446,523
Expenses					
Personnel	5,541,740	3,952,275	2,772,203	2,338,784	1,613,490
Materials and supplies	138,320	122,645	81,288	72,495	50,151
Evaluation	18,800	16,800	11,000	12,000	4,800
Total operating expenses (Schedule 2)	5,698,860	4,091,720	2,864,491	2,423,279	1,668,441
Administration fee - 10% of operating expenses	569,886	409,172	286,449	242,328	166,844
Total expenses	6,268,746	4,500,892	3,150,940	2,665,607	1,835,285
Net Surplus/(Deficit)	(80,375)	1,687,479	470,903	1,076,240	611,238
Contribution repayable (receivable) for July 1, 2022 - June 30, 2023	(80,375)	1,687,479	470,903	1,076,240	611,238
Balance repayable from April - June 30, 2022		247,597			
Total contribution repayable as of June 30, 2023		1,935,076			

Statement of Utilities Expenses — Statement 11

For the Year Ended June 30, 2023

School Year	2022-2023 Expense	2021-2022 Expense	2020-2021 Expense	2019-2020 Expense	2018-2019 Expense	Total Expense	Avg Expense
Fuel Oil	$ 609,504	$ 514,203	$ 388,209	$ 579,220	$ 635,999	$ 2,727,134	$ 545,427
Electricity	$ 1,019,591	$ 920,698	$ 893,595	$ 956,408	$ 1,019,158	$ 4,809,450	$ 961,890
Pellets	$ 224,539	$ 286,349	$ 178,727	$ 163,310	$ 192,471	$ 1,045,396	$ 209,079
Water	$ 131,157	$ 152,712	$ 161,059	$ 165,838	$ 160,656	$ 771,421	$ 154,284
Garbage	$ 62,813	$ 52,683	$ 45,163	$ 54,542	$ 47,606	$ 262,807	$ 52,561
Total Operating Expense	**$ 2,047,604**	**$ 1,926,644**	**$ 1,666,752**	**$ 1,919,318**	**$ 2,055,889**	**$ 9,616,207**	**$ 1,923,241**

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").

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.

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.

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, restricted 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.

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.

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.

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.

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 original Ministerial approved budget for the school year. Schools carry forward surplus or deficit amounts from their school budgets.

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.

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.

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 Authority's 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 project is complete and the unused balance of $9,964 has been transferred back to operating surplus.

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.

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.

r) Asset retirement obligations

Asset retirement obligations are recognized for Authority's schools (Mildred Hall School, NJ MacPherson School, Range Lake North School, William McDonald School) and buildings (the Administration building, maintenance shop, and portable classrooms), some of which contain asbestos, mercury and lead-based paint. Management's best estimate of the future expenditures required to settle the legal obligations are recognized to the extent that they can be reasonably estimated and are calculated based on the estimated future cash flows necessary to discharge the legal obligations, discounted using the Authority’s cost of borrowing for maturity dates that coincide with the expected cash flows.

The estimated asset retirement obligation ("ARO") is recorded as a liability with a corresponding increase to tangible capital assets. The liability for AROs is increased annually for the passage of time by calculating accretion on the liability based on the discount rates implicit in the initial measurement. Changes in the obligation resulting from revisions to the timing or amount of the estimated undiscounted cash flows or revisions to the discount rate are recognized as an increase or decrease in the related carrying amount of the related tangible capital asset.

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, 2023, 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.

4. Cash

	2023 $	2022 $
Cash	**10,223,962**	10,007,034

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

5. Special Purpose Funds

The Authority does not have special purpose funds.

6. Restricted Cash

The Authority has restricted cash generated by schools in the amount of $699,164 (2022 - $653,707).

7. Portfolio Investments

RBC Dominion Securities Investment 1	**2023** **$**	2022 **$**
Balance at June 30	**-**	1,001,600
Dollar Value of Interest earned	**-**	1,600
Cost of Investment	**-**	100,000
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%

RBC Dominion Securities Investment 2	**2023** **$**	2022 **$**
Balance at June 30	**1,189,544**	1,142,074
Dollar Value of Interest earned	**49,544**	2,074
Cost of Investment	**1,140,000**	1,140,000
Market Value	**1,189,544**	1,142,074

Date Purchased: 14 June 2022
Term of Investment: 2 years
Maturity Date: 14 June 2024
Annual Interest Rate: 4.150%

7. Portfolio Investments (Continued)

RBC Dominion Securities Investment 3	**2023** **$**	2022 $
Balance at June 30	**1,044,507**	1,001,863
Dollar Value of Interest earned	**44,507**	1,863
Cost of Investment	**1,000,000**	1,000,000
Market Value	**1,044,507**	1,001,863

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

RBC Dominion Securities Investment 4	**2023** **$**	2022 $
Balance at June 30	**1,045,554**	1,011,907
Dollar Value of Interest earned	**45,554**	1,907
Cost of Investment	**1,000,000**	1,000,000
Market Value	**1,045,554**	1,001,907

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

RBC Dominion Securities Investment 5	**2023** **$**	2022 $
Balance at June 30	**2,004,628**	-
Dollar Value of Interest earned	**4,628**	-
Cost of Investment	**2,000,000**	-
Market Value	**2,004,628**	-

Date Purchased: 14 June 2023
Term of Investment: 5 years
Maturity Date: 15 June 2028
Annual Interest Rate: 4.90%

7. Portfolio Investments (Continued)

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:

	2023 Cost $	**2023 Accrued interest $**	**2023 Market value $**	2022 Market value $
RBC Domonion Securities Investment 1	**-**	**-**	**-**	1,001,600
RBC Domonion Securities Investment 2	**1,140,000**	**49,544**	**1,189,544**	1,142,074
RBC Domonion Securities Investment 3	**1,000,000**	**44,507**	**1,044,507**	1,001,863
RBC Domonion Securities Investment 4	**1,000,000**	**45,554**	**1,045,554**	1,011,907
RBC Domonion Securities Investment 5	**2,000,000**	**4,628**	**2,004,628**	-
Total portfolio investments	**5,140,000**	**144,233**	**5,284,233**	4,157,444

8. Accounts Receivable

	2023 $	2022 $
Accrued interest receivable	**67,608**	22,444
Due from other related parties (Note 23)	**624,669**	773,512
Due from Government of the Northwest Territories (Note 23)	**5,998**	1,500
Other	**166**	5,556
Total	**698,441**	803,012

Allowance for doubtful accounts at June 30, 2023 is $64,715 (2022 - $88,625).

9. Inventories

There is no inventory recorded as at June 30, 2023.

10. Accounts Payable and Accrued Liabilities

	2023 $	2022 $
School Generated Trust Accounts - liabilities	**20,417**	-
School Generated Trust Accounts - carry over balances (Note 36)	**-**	(7,965)
Trade payables	**884,936**	651,371
SSI Accrual	**51,239**	94,020
	956,592	737,426

Payroll Liabilities	2023 $	2022 $
To teachers (July, August wages and deferred NEBS pension)	**5,038,812**	4,415,341
Vacation payable (annual leave)	**174,817**	258,206
	5,213,629	4,673,547

11. Deferred Revenue

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

	2023 **$**	2022 $
GNWT ECE - Covid and French Videos	**-**	870,535
Menstrual Product Federal Funding	**239,554**	156,302
GNWT ECE - Active After School	**42,600**	-
	282,154	1,026,837

12. Contribution Repayable

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

	2023 **$**	2022 $
Jordan's Principal - Government of Canada	**1,935,076**	1,261,520
Active After School - GNWT MACA	**-**	7,619
	1,935,076	1,269,139

13. Due from Government of Canada

	2023 $	2022 $
GST Receivable	**113,339**	126,431

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 $4,369,828. 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 $198,644 as at January 2023, and $193,715 as at January 2022. The maximum monthly contributions is $3,507 as at January 2023, and $3,420 as at January 2022.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 3,789 Employee Members and 117 Employer Members (total active, disabled and on leave: 2,054).

As of January 1, 2023, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be $81,300,000 - funded ratio 127% (2022 - $65,900,000 and 124%) 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.

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 $948,500 (2022 - $1,322,108) 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, 2023. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.

17. Post-employment Benefits and Compensated Absences (Continued)

Changes in Obligation	**Severance and Removal $**	**Compensated Absences $**	**2023 $**	2022 $
Accrued benefit obligation beginning of year	2,170,642	356,355	2,526,997	1,178,526
Current period benefit cost	92,105	28,249	120,354	115,091
Interest accrued	47,088	15,144	62,232	39,976
Benefits payments	(527,240)	(30,462)	(557,702)	(331,331)
Actuarial loss	175,461	11,555	187,016	201,116
Plan amendments	46,029	-	46,029	1,323,619
Accrued benefit obligation end of year	**2,004,085**	**380,841**	**2,384,926**	2,526,997
Unamortized net actuarial gain	(34,273)	(170,664)	(204,937)	(9,618)
Total employee future benefits and compensated absences	**1,969,812**	**210,177**	**2,179,989**	2,517,379

Benefits expense	**Severance and Removal $**	**Compensated Absences $**	**2023 $**	2022 $
Current period benefit cost	92,105	28,249	120,354	115,091
Interest accrued	47,088	15,144	62,232	39,976
Amortization of net actuarial (gain)/loss	(69,869)	42,330	(27,539)	(47,065)
Plan amendments	46,029	-	46,029	273,633
Total benefits expense	**115,353**	**85,723**	**201,076**	381,635

17. Post-employment Benefits and Compensated Absences (Continued)

The discount rate used in the 2023 fiscal year to determine the accrued benefit obligation was an average of 4.8% (2022 - 4.1%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	$	$	$
2024	289,383	34,463	**323,846**
2025	224,009	37,425	**261,434**
2026	220,125	40,066	**260,191**
2027	224,078	45,039	**269,117**
2028	226,383	48,483	**274,866**
2029-2033	1,083,733	250,346	**1,334,079**
Total	**2,267,711**	**455,822**	**2,723,533**

18. Tangible Capital Assets

	Cost $	Additions $	ARO Adjustments $	Disposals $	Amortization $	Accumulated Amortization beginning of year $	Accumulated Amortization $	2023 Net Book Value $	2022 Net Book Value (Restated) $
Land and improvements	1,299,476	-	-	-	**-**	-	-	**1,299,476**	1,299,476
School buildings									
Ecole Sir John Franklin	2,253,436	-	-	-	**(56,246)**	(1,360,775)	(1,417,021)	**836,415**	892,660
William McDonald	9,678,220	-	(10,187)	-	**(118,401)**	(7,423,517)	(7,541,918)	**2,126,115**	2,254,703
Mildred Hall	12,009,700	-	(60,364)	-	**(320,927)**	(7,541,788)	(7,862,715)	**4,086,621**	4,467,911
Range Lake North	8,965,359	-	(6,153)	-	**(242,297)**	(6,001,820)	(6,244,117)	**2,715,089**	2,963,537
N. J. Macpherson	5,337,563	-	(2,660)	-	**(136,630)**	(4,638,939)	(4,775,569)	**559,334**	698,624
	38,244,278	-	(79,364)	-	**(874,501)**	(26,966,839)	(27,841,340)	**10,323,574**	11,277,435
Other buildings									
Administration office	1,080,580	-	(3,088)	-	**(26,970)**	(780,778)	(807,748)	**269,744**	299,804
Maintenance shop	149,474	-	(47,331)	-	**(3,051)**	(67,854)	(70,905)	**31,238**	81,620
Total land and buildings	40,773,808	-	(129,783)	-	**(904,522)**	(27,815,471)	(28,719,993)	**11,924,032**	12,958,335
Equipment and furnishings									
Schools	3,362,878	-	-	-	**(13,874)**	(3,265,763)	(3,279,637)	**83,241**	97,116
Playgrounds	605,859	-	-	-	**(18,772)**	(230,423)	(249,195)	**356,664**	375,436
Administration office	322,132	-	-	-	**-**	(322,132)	(322,132)	**-**	-
Vehicles	319,413	-	-	-	**(12,434)**	(270,539)	(282,973)	**36,440**	48,875
	4,610,282	-	-	-	**(45,080)**	(4,088,857)	(4,133,937)	**476,345**	521,427
	45,384,090	-	(129,783)	-	**(949,602)**	(31,904,328)	(32,853,930)	**12,400,377**	13,479,762

19. Prepaid Expenses

	2023 **$**	2022 $
Professional Development	**3,723**	-
Materials and Supplies	**-**	6,006
	3,723	6,006

20. GNWT Assets Provided at no Cost

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

	Cost $	Accumulated Amortization $	**2023 Net Book Value $**	2022 Net Book Value $
Ecole Sir John Franklin	25,965,232	25,965,232	**-**	-
Ecole Sir John Franklin Portable Classrooms	419,724	369,897	**49,827**	60,317
Ecole Sir John Franklin NACC	2,214,552	1,906,386	**308,166**	369,799
Ecole Sir John Franklin Sewer Line	108,852	27,939	**80,913**	85,267
N.J. Macpherson Portable Classrooms	1,413,831	556,522	**857,309**	892,662
Ecole Sir John Franklin Wheelchair Lift	100,708	34,408	**66,300**	76,370
Ecole Sir John Franklin Boiler Replacement	51,145	7,956	**43,189**	46,599
William McDonald School Portable Classrooms	2,242,917	211,831	**2,031,086**	2,105,850
	32,516,961	29,080,171	**3,436,790**	3,636,864
Deferred capital contributions				
Ecole Sir John Franklin	(1,442,500)	(1,442,500)	**-**	-
	31,074,461	27,637,671	**3,436,790**	3,636,864

Rent expense of $200,074 (2022 - $200,074) was offset by a grant in-kind.

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, 2025.

	Expiry Date	2024 $	2025 $	2026 $	Total $
Operational Contracts:					
First Student Bussing	30 Jun 2026	500,000	500,000	500,000	1,500,000
Commercial & Residential Leases:					
Route 51	30 Jun 2024	40,370	-	-	40,370
Total		**540,370**	**500,000**	**500,000**	**1,540,370**

22. Contingencies

The Authority does not have any contingencies.

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
Commission Scolaire Francophone Territories du Nord Ouest, common control
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 Climate Change
- Department of Infrastructure
- Department of Industry, Tourism and Investment
- Northwest Territories Health and Social Services Authority
- Northwest Territories Housing Corporation

	2023 **$**	2022 $
Due from Related Parties (Accounts Receivable):		
Other Education Bodies:		
Ndilo District Education Authority	**618,419**	503,822
Dettah District Education Authority	**6,250**	269,690
Subtotal - other related parties	**624,669**	773,512
Government of the Northwest Territories:		
Department of Infrastructure	**-**	1,500
Department of Education, Culture and Employment	**5,998**	-
Subtotal - Government of the Northwest Territories	**5,998**	1,500
Total Due from Related Parties	**630,667**	775,012

These balances due from related parties are unsecured, non-interest bearing with no specific terms of repayment.

23. Related Parties (Continued)

	2023 $	2022 $
Revenues from Related Parties:		
Government of the Northwest Territories:		
Department of Education, Culture and Employment - Regular contributions	**30,502,105**	30,475,041
Department of Education, Culture and Employment - Other contributions	**932,727**	872,675
Department of Industry, Tourism and Investment	**(11,151)**	15,000
Department of Education, Culture and Employment - French languages	**608,476**	1,595,430
Department of Finance - Interest	**504,058**	108,217
Department of Health and Social Services - GNWT other contributions	**28,775**	8,505
Department of Municipal and Community Affairs - GNWT other contributions	**124,800**	91,800
Department of Environment and Climate Change - GNWT other contributions	**20,000**	8,000
Other Education Bodies:		
Ndilo District Education Authority - Other education bodies	**40,000**	30,000
Dettah District Education Authority - Other education bodies	**178,340**	130,020
South Slave Divisional Education Council - Other education bodies	**15,000**	30,000
Total Revenues from Related Parties	**32,943,130**	33,364,688

	2023 $	2022 $
Infrastructure contributions from GNWT - Department of Education, Culture and Employment	**-**	3,023,607

23. Related Parties (Continued)

	2023 $	2022 $
Expenses Paid to Related Parties:		
Government of the Northwest Territories:		
Department of Infrastructure - Maintenance and repairs	**5,454**	8,048
Department of Financial and Employee Shared Services - Professional and technical	**2,492**	-
Department of Education, Culture & Employment - Professional and technical	**5,000**	100
Other Education Bodies:		
Yellowknife Catholic Schools - Professional and technical	**6,185**	-
Commission Scolaire Francophone TNO - Professional	**2,982**	-
Deh Cho Divisional Education Council - Materials & supplies	**-**	600
Total Expenses paid to Related Parties	**22,113**	8,748

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.

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 7, 2022 and submitted to the Minister of Education, Culture and Employment. The Budget for fiscal year 2022/2023 was submitted to the minister on June 30, 2022. The budget deficit is $841,805.

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.

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, 2023, receivables from these two districts is $624,669 (2022 - $773,512), which is 89% of total accounts receivable (2022 - 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.

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

	2023 Budget $	**2023 Actual $**	2022 Actual $
Amortization	1,000,000	**949,602**	1,437,138
Compensation	35,613,491	**36,099,338**	33,664,427
Other	6,637,767	**8,336,475**	9,109,042
	43,251,258	**45,385,415**	44,210,607

28. Subsequent Event

The Authority is awaiting GNWT to issue the Certificate of Completion for the Itlo School after August 2023. The value to be transferred to the Authority is estimated at $30,600,000.

29. Comparative Figures

The consolidated financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

30. ECE Contributions

	Budget 2023 $	**Actual 2023 $**	Actual 2022 $
Original contribution	29,945,867	**29,945,867**	30,382,878
Student Success Initiatives ("SSI") project	123,000	**123,000**	123,000
NWTTA collective bargaining adjustment	-	**-**	283,053
Termination benefits	-	**521,973**	62,188
Mentorship release time	-	**34,265**	20,650
UNW collective bargaining adjustment	-	**-**	127,946
Insurance adjustment	-	**-**	(401,674)
Updated Contribution	30,068,867	**30,625,105**	30,598,041
COVID-19 ECE portion	-	**807,059**	678,340
French video clips	-	**63,476**	10,394
French lanuage funding	550,000	**485,000**	479,000
French partnership funding SSDEC	-	**35,000**	35,000
French language communications	-	**25,000**	7,803
Support assistant training	-	**2,668**	3,335
Complex needs funding	-	**-**	30,000
Self regulation	-	**-**	13,000
Birchbark teaching program	-	**-**	25,000
Total Contributions	30,618,867	**32,043,308**	31,879,913

31. GNWT Other Contributions

	Budget 2023 $	**Actual 2023 $**	Actual 2022 $
Department of Municipal and Community Affairs ("MACA"):			
Active After School	-	**101,800**	76,500
Youth Corp	-	**18,000**	-
Drumming	-	**5,000**	-
Department of Industry, Tourism and Investment ("ITI"):	-	**(11,151)**	15,000
Department of Health and Social Services ("HSS"):			
Drop the Pop	-	**28,775**	8,925
Department of Environment and Climate Change ("ECC"):			
Take a Kid Trapping	-	**20,000**	10,000
Total	**-**	**162,424**	110,425

32. Contingent Assets

The Authority does not have contingent assets.

33. Contractual Rights

The Pellet Boiler project is complete. The project cost for both Mildred Hall and Range Lake School pellet boilers is $1,460,144. The portion funded by the Greenhouse Gas ("GHG") grant is $1,095,108 and the Authority's contributions are $365,036.

The Authority is approved for the Jordan's Principle funding up to March 31, 2025. Jordan's Principle funding is for First Nations children in Canada to receive the services and supports they need. Funding can help with a wide range of health, social, and educational needs. The majority of the funding is used to hire educational assistants.

Contracting Parties	Description of Contract	Expiry Date	2024 $	2025 $	Total $
Government of Canada	Jordan's Principle	March 2025	5,754,840	-	**5,754,840**

34. 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 and an update report on estimated abatement costs in October 2023. Items that are recommended for abatement in the next 5-10 years are accrued as environmental liabilities. Building materials that are classified as low risk are earmarked for remediation when the building is demolished in the future and an accrual is recorded and reported under asset retirement obligation instead. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment, and the Department of Finance. The abatement for Sir John Franklin High School was partially completed by the GNWT in March 2018, and the abatement for the maintenance building was partially completed in March 2019. A liability totaling $229,481 has been recorded for the asbestos abatement of the Maintenance Shop and Mildred Hall School (2022 - $179,651 for William McDonald School and Mildred Hall School). Management will continue to monitor these buildings under the Hazardous Materials management plan.

Location:	5402-50th Ave, Maintenance Shop
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring
Status and Next Steps:	Monitoring
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2023	$157,775

Location:	5408-50th Avenue, Mildred Hall School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring, Abatement
Status and Next Steps:	Abatement
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2023	$71,706

35. 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,	2023 $	2022 $
OPERATING FUND		
Balance, beginning of year	**3,276,102**	(22,339)
Operating surplus (deficit) (Statement 2)	**(267,121)**	5,134,826
Acquisition of tangible capital assets	**-**	(1,417,644)
Transfer to Investment in Tangible Capital Assets - GNWT grant in-kind	**-**	(3,023,607)
Transfer from Investment in Tangible Capital Assets	**949,602**	1,437,138
Transfer from (to) Decentralized Surplus - FY2022 adjustment	**(10,438)**	-
Transfer from (to) Decentralized Surplus	**(65,813)**	5,219
Transfer from (to) Pellet Boiler Reserve	**9,964**	354,411
Transfer from (to) School Generated Funds	**(17,070)**	76,140
Initial recognition of asset retirement obligations	**-**	595,985
Adjustment from asset retirement obligations	**27,158**	-
Transfer from LED Reserve - LED project	**-**	120,512
Transfer from LED Reserve - utility shortfall	**-**	15,461
Balance, end of year	**3,902,384**	3,276,102
INVESTMENT IN TANGIBLE CAPITAL ASSETS		
Balance, beginning of year	**12,651,612**	10,243,484
GNWT grant in-kind	**-**	3,023,607
Acquisition of tangible capital assets		1,417,644
Initial recognition of asset retirement obligations	**-**	(595,985)
Adjustment from asset retirement obligations	**(27,158)**	-
Amortization	**(949,602)**	(1,437,138)
Balance, end of year	**11,674,852**	12,651,612
Investment in tangible capital assets consists of:		
Tangible Capital Assets (Note 18)	**12,400,377**	13,479,762
Asset Retirement Obligations (Note 37)	**(725,527)**	(828,150)
	11,674,850	12,651,612

35. Accumulated Surplus (Continued)

Details of Surplus and Reserves

For the year ended June 30,	2023 $	2022 $
DECENTRALIZED SURPLUS		
Balance, beginning of year	**371,582**	376,801
Transfer from (to) Operating Fund - FY2022 adjustment	**10,438**	-
Transfer from (to) Operating Fund	**65,813**	(5,219)
Balance, end of year	**447,833**	371,582
PELLET BOILER RESERVE		
Balance, beginning of year	**9,964**	364,375
Transfer from (to) operating fund	**(9,964)**	(354,411)
Balance, end of year	**-**	9,964
CAPITAL FUND RESERVE		
Balance, beginning of year	**904,165**	904,165
Balance, end of year	**904,165**	904,165
LED RESERVE		
Balance, beginning of year	**148,583**	284,556
Transfer (to) from Operating Fund for Utility Costs	**-**	(135,973)
Balance, end of year	**148,583**	148,583
SCHOOL GENERATED FUNDS		
Balance, beginning of year	**661,671**	737,811
Transfer from (to) Operating Fund for surplus (deficit)	**17,070**	(76,140)
Balance, end of year	**678,741**	661,671

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:

	2023 **$**	2022 $
Balances, beginning of year	**661,671**	737,811
Fundraising revenues	**519,888**	162,258
Total funds available	**1,181,559**	900,069
Total related expenses	**(502,818)**	(238,398)
Balances, end of year	**678,741**	661,671
Net change	**17,070**	(76,140)

37. Asset Retirement Obligations

The Authority recognizes that there are costs related to the retirement of certain assets for which the Authority is responsible.

Type of Asset	2022 liability	New liabilities incurred	Utilized in the year	Accretion expense	Revisions in estimated cash flows	Additions	Disposals	2023 liability
Buildings	$ 828,150	$ -	$ -	$ 27,163	$(129,786)	$ -	$ -	$ 725,527

The asset retirement obligation primarily consists of remediation costs related to disposing of asbestos in old buildings: the maintenance shop, Mildred Hall School, N.J. Macpherson School, Range Lake North School, École William McDonald Middle School, and administration building.

The carrying amount of the obligation is based on total expected undiscounted expenditures of $2,224,063 (2022 - $2,224,063), expected timing of undiscounted expenditures (majority to occur post-2036), and the weighted average discount rate of 3.93% (2022 - 3.28%). To adjust these undiscounted expenditures between periods, the weighted average discount rate is used to unwind the discount through amortization of tangible capital assets. This rate is estimated at the start of each year and is applied systematically over the year. These obligations will be funded through the regular operations of the Authority and recoveries cannot be estimated at date of the audit report.

38. Change of Accounting Policy

The consolidated statement of operations of the Authority has been restated to record the opening balance asset retirement obligation of $801,850 as of July 1, 2022, as well as the related changes to 2022 fiscal year and 2023 fiscal year.

The effect of the change is to increase tangible capital asset, asset retirement obligations, and decrease investment in tangible capital assets balances. The net impact to the consolidated statement of operations and consolidated statement of financial position as a result of this restatement is show as below:

	Previously Reported $	As Restated $	Change $
Increase tangible capital assets	13,255,964	13,479,762	223,798
Increase asset retirement obligations	-	(828,150)	(828,150)
Increase operations and maintenance expenses	4,188,100	4,214,402	26,302
Increase amortization expenses	1,428,771	1,437,138	8,367
Decrease operating suplus	5,169,495	5,134,826	(34,669)
Increase investment in tangible capital assets	(13,255,964)	(12,651,612)	604,352
	-	-	-

Approvals

Operating Plan

Education Body Chair

Superintendent

June 15, 2022

Date

June 15, 2022

Date

Annual Report

Education Body Chair - D. Wasylciw

Superintendent - J. Aziz

November 28, 2023

Date

November 22, 2023

Date