



**YELLOWKNIFE EDUCATION
DISTRICT NO. 1**

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

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October 29, 2021

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

Dear Mr. Simpson:

Re: Submission of Annual Report for the fiscal year ending June 30, 2021

Enclosed is the Annual Report for Yellowknife District No. 1 Education Authority (Yellowknife Education District No. 1) for the year ending June 30, 2021.

Sincerely,

A handwritten signature in black ink that reads "Tina Drew".

Tina Drew
Chairperson
Yellowknife Education District No. 1

cc. John MacDonald, Deputy Minister (ECE)
Sam Shannon, Assistant Deputy Minister, Corporate Services (ECE)
Marissa Martin, Director, Finance and Capital Planning (ECE)
Richard Borkowski, Manager Board & Corporate Services (ECE)
Dr. Cindi Vaselenak, Superintendent / CEO (YK1)
Tram Do, Director of Corporate Services (YK1)



Education Accountability Framework

**Guidelines and Template
for the 2020-2021 School Year**



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Purpose of the Education Accountability Framework

The need for improved accountability mechanisms within the education system in the Northwest Territories (NWT) has long been recognized by stakeholder groups as a crucial step to ensuring transparent, efficient and effective delivery of Junior Kindergarten to grade twelve (JK-12) education.

According to the *Planning and Accountability Framework (PAF)*, each NWT Education Body¹ is required to develop an annual Operating Plan and report on their progress through an Annual Report - the two key components of the current Education Accountability Framework. The Framework consists of a combined template to be used by Education Bodies to annually plan for and report on their operations, compliance with funded education directives, and implementation of activities and initiatives that align with the Government of the Northwest Territories (GNWT) Mandate and the Minister of Education, Culture and Employment's (ECE) direction, performance indicators directly linked to Education Act, policies and directives and core programs.

Implementation

Annually, each Education Body will submit an Operating Plan and an Annual Report (including Audited Financial Statements) to the Minister of ECE who will then table them in the Legislative Assembly. Tabled documents are placed in the archives of the 13 legislative assemblies across Canada and may be accessed for research purposes.

The accountability cycle will begin in February of each year when a call letter and this *Education Accountability Framework Guidelines and Template* document will be sent out to the Education Bodies. Upon receiving the template, Education Bodies will develop and submit their Operating Plans for the upcoming school year by June 30th (as per sec. 2-003 of the Finance and Administration Manual (FAM) for Education Authorities). Then, no later than September 28th, Education Bodies will submit their Annual Reports for the completed school year (as per sec. 32(1) b(ii) of the FAA) using the same template submitted for their Operating Plans.

Submission of both Operating Plans and Annual Reports will involve two steps: in the first step, ECE will review and provide written feedback on draft Operating Plans/Annual Reports to ensure they adhere to legislative requirements and to current guidelines. In the

¹ Unless otherwise indicated, the term Education Body refers to the following: Beaufort-Delta Divisional Education Council, Commission scolaire francophone des Territoires du Nord-Ouest, Dettah District Education Authority, Dehcho Divisional Education Council, Ndilo District Education Authority, Sahtu Divisional Education Council, South Slave Divisional Education Council, Tłı̨chǫ Community Services Agency, Yellowknife Catholic Schools, and Yellowknife Education District No. 1.

second step, the Education Bodies will make necessary adjustments and their Chairpersons will sign and submit final Operating Plans/Annual Reports to the Minister for final approval.

The following timeline will be used as a guide:

2019-20 Annual Reports (AR)		2020-21 Operating Plans (OP)		2020-21 Annual Reports (AR)	
		Jul 2020	ECE provides Accountability Framework Template		
		Sep 1, 2020	Education Bodies submit Draft OP to ECE		
		Sep 1 - 30, 2020	ECE provides OP feedback to Education Bodies		
		Oct 1, 2020	Education Bodies submit Final OP to Minister, ECE		
Jul 31, 2020	Education Bodies submit Draft AR to ECE	Oct 2020	OP Translated		
Aug 1 – Sep 15, 2020	ECE provides AR feedback to Education Bodies	Oct 2020	OP Tabled in the Legislative Assembly		
Sep 28, 2020	Education Bodies submit Final AR to Minister, ECE				
Oct 2020	AR Translated				
Feb 2021	AR Tabled in the Legislative Assembly				
				July 31, 2021	Education Bodies submit Draft AR to ECE
				Aug 1 – Sep 15, 2021	ECE provides AR feedback to Education Bodies
				Sep 28, 2021	Education Bodies submit Final AR to Minister, ECE
				Oct 2021	AR Translated
				Oct 2021 (if translated) or Feb 2022	AR Tabled in the Legislative Assembly

Guidelines

The Education Accountability Combined Framework Template serves as both the Operating Plan and Annual Report. The **sections in blue** are to be completed as part of the Operating Plan, while the **sections in green** are to be left blank until the end of the school year and then completed as part of the Annual Report. The **sections in orange** will be prepopulated by ECE.

Operating Plans

Operating Plans aid in program and financial planning and ensure that strategic goals set by the Education Bodies for the upcoming school year 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

In addition, Education Bodies are asked to complete a **maximum two page** Executive Summary of planned goals and targets for the school year, including specific reference to:

1. Regional Goals and Priorities
2. Alignment to Shared Priorities
3. Indigenous Languages and Education; and
4. Inclusive Schooling Programming.

The completed Operating Plan will be available to the public, including parents, guardians, students, and others interested in the NWT education system. Meeting broad education goals requires collaboration and communication between all of these different groups. Sharing the Operating Plan should help support open communication across all education partners.

Draft Operating Plans containing a completed Operating Plan Template (MS Word format) and Operating Budget Template (MS Excel format) must be submitted via email to the Director, Education Operations and Development for feedback and review as per the timelines provided.

Final Operating Plans with appended Operating Budgets must be signed and submitted by Chairpersons to the Minister of ECE as one document in a PDF format, with all tracked changes removed, as per the timelines provided.



Annual Reports

Annual Reports ensure that Education Bodies remain accountable to their Operating Plans. In addition, through Annual Reports, Education Bodies can reflect on the completed school year, identify areas for improvement, and showcase their achievements to the Minister of ECE, as well as to the Members of the Legislative Assembly and to the public.

The structure of Annual Reports mirrors that of the Operating Plans with the same accountability areas included. Education Bodies will be asked to add their achieved results to their previously approved Operating Plans in the sections **highlighted in green**, including a brief explanation for any difference between the original target and the results (**maximum of one sentence each**), and briefly describe areas of strength and areas for development for each program area (**maximum of two paragraphs each**).

In addition, Education Bodies are asked to complete a **maximum two page** Executive Summary describing their outcomes and most significant impacts of their efforts for the school year, including specific reference to:

1. Regional Goals and Priorities
2. Alignment to Shared Priorities
3. Indigenous Languages and Education; and
4. Inclusive Schooling Programming.

Draft Annual Reports containing a completed Annual Report Template (MS Word format) must be submitted via email to the Director, Education Operations and Development for feedback and review.

Final Annual Reports with appended Audited Financial Statements must be signed and submitted by Chairpersons and Superintendents, to the Minister of ECE as one document in a PDF format, with all tracked changes removed.



APPENDIX A: Accountability Framework Combined Template

Education Accountability Framework

Yellowknife Education

District No. 1

Operating Plan

For the 2020-21 School Year



Operating Plan - Executive Summary

Yellowknife Education District No. 1's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

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

As a continuation of the previous year's planning, Yellowknife Education District No. 1 (YK1) has set educational priorities and goals for 2020-2021 based on three pillars that incorporate Education, Culture and Employment policies and directives, including Inclusive Schooling and Indigenous Languages and Education, as well as YK1 strategic priorities. Also, included in our planned goals and targets are the five priorities articulated by ECE; Student achievement in Literacy and Numeracy, Language and Culture, Student & Educator Wellness, Personalized and Inclusive Education, and Key Competencies.

YK1 strategic priorities are as follows:

1. To ensure all students reach their highest level of learning
2. To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner
3. To ensure all students and staff are engaged in Indigenous Languages, perspectives, and culture-based education
4. To ensure students engage in healthy lifestyles and respectful, caring relationships

The three pillars are as follows:

Inclusive Pedagogies, Indigenizing our Practices, and Social Emotional Learning (SEL), Wellness, and Key Competencies

The following chart highlights planned goals and foci for 2020-2021. All professional development will align with the identified pillars.

NOTE: It should be noted that given the interruption of the past school year due to the COVID-19 pandemic, and the nature of goals that are developed to span years, the plans for YK1 in 2020-2021 are not changing significantly. Some new initiatives are being added and others tweaked but many are ongoing.

*indicates a new initiative for 2020-2021 Educational Goals

YK1 2020-2021 EDUCATIONAL GOALS					
Inclusive Pedagogies		Indigenizing Our Practices		Social Emotional Learning (SEL), Wellness & Key Competencies	
Strategic Priority #1	Strategic Priority #2	Strategic Priority #1	Strategic Priority #3	Strategic Priority #2	Strategic Priority #4
Math/Science/ *Early Literacy Foci EN/FR	Teaching to Diversity using flexible instructional practices	Literacy Action Plan EN/FR -resources -integration	ILE classes	Safe School Plans	Responding to MDI results at district and school levels
Responding to EDI results at district/school levels	Collaborative writing of responsive SSPs/IEPs	Cross-curricular planning and integration of <i>Dene Kede</i>	Indigenizing environments	Behaviour Plans	Continue updating YK1 Procedures
Research-based instructional practices in EN/FR programs	Supporting teacher practices (60%)	*Changing Results for Northern Learners	Elders and Knowledge Keepers	Use of outside professionals to support SEL and Self-Regulation	Programs e.g. 4th R, Skillstreaming
Technology Integration to support teaching and learning	Supporting complex needs in the classroom setting		Cultural Experiences		Supporting diversity e.g. Gay Straight Alliance (GSA)
Assessment to Instruction	Assistive technology		ILE Committees at each school		Programming e.g. Physical activity/Arts
Literacy Action Plan to include: EN/FR -literacy in all the disciplines including Math/Science -research-based practices that					Relationship focused classrooms

support all learners					
					*Growth as a Learner documentation Grades 1-8

Annual Report - Executive Summary

Yellowknife Education District No. 1's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

Yellowknife Education District No. 1 Priorities and Goals for 2020-2021 as outlined in our pillars were largely met. This has been a year of growth as YK1 district staff worked with the Board Trustees to develop new Strategic Priorities. Although, the direction and focus of the district will remain much the same in the upcoming year, there will be some areas that will be further developed. As an example, Nurturing Northern Literacy Learners for Grades 1-3 was well received. This initiative aligned with our draft Literacy Action Plan. In 2021-2022, this will be expanded to include Grades 4-5.

In the next school year, a working group will be created to build capacity within the group and in the schools. The focus of this group of teacher representatives from all the schools will be on numeracy.

Work with our outside consultants to support our goals continued to be positive again this year. The effects of COVID-19 restrictions did have some impact on professional development. Some sessions were not offered during the school day due to the lack of substitute teachers, although staff attendance was good.

Areas of challenge were in the area of inclusion, that is meeting the diverse needs of students in the classroom setting. This will continue to be a focus for support and growth with our teachers next year. Although the addition of Child Youth Care Counsellors (CYCC) has been a positive addition to our schools, this year has been a time of adjustment to this new initiative.

Our Growth as a Learner plans as outlined in our last year's plans has been deferred. Due to efforts at ECE to review the curriculum provider we will revisit Growth as a Learner based on their decision.

1. Administration and School Services

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

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

A. Governance of Education Bodies

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

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the 2,211 students it serves.

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

District Education Authority Trustees

*as elected in the fall of 2018 for a term of three years, followed by one year and four years.

Confirmed 4 years to align with the city of Yellowknife elections

Chairperson:	Tina Drew
Vice Chairperson:	Satish Garikaparathi

Trustees:	Terry Brookes
	Jay Butler
	Rajiv Rawat
	Al McDonald
	John Stephenson

Administration

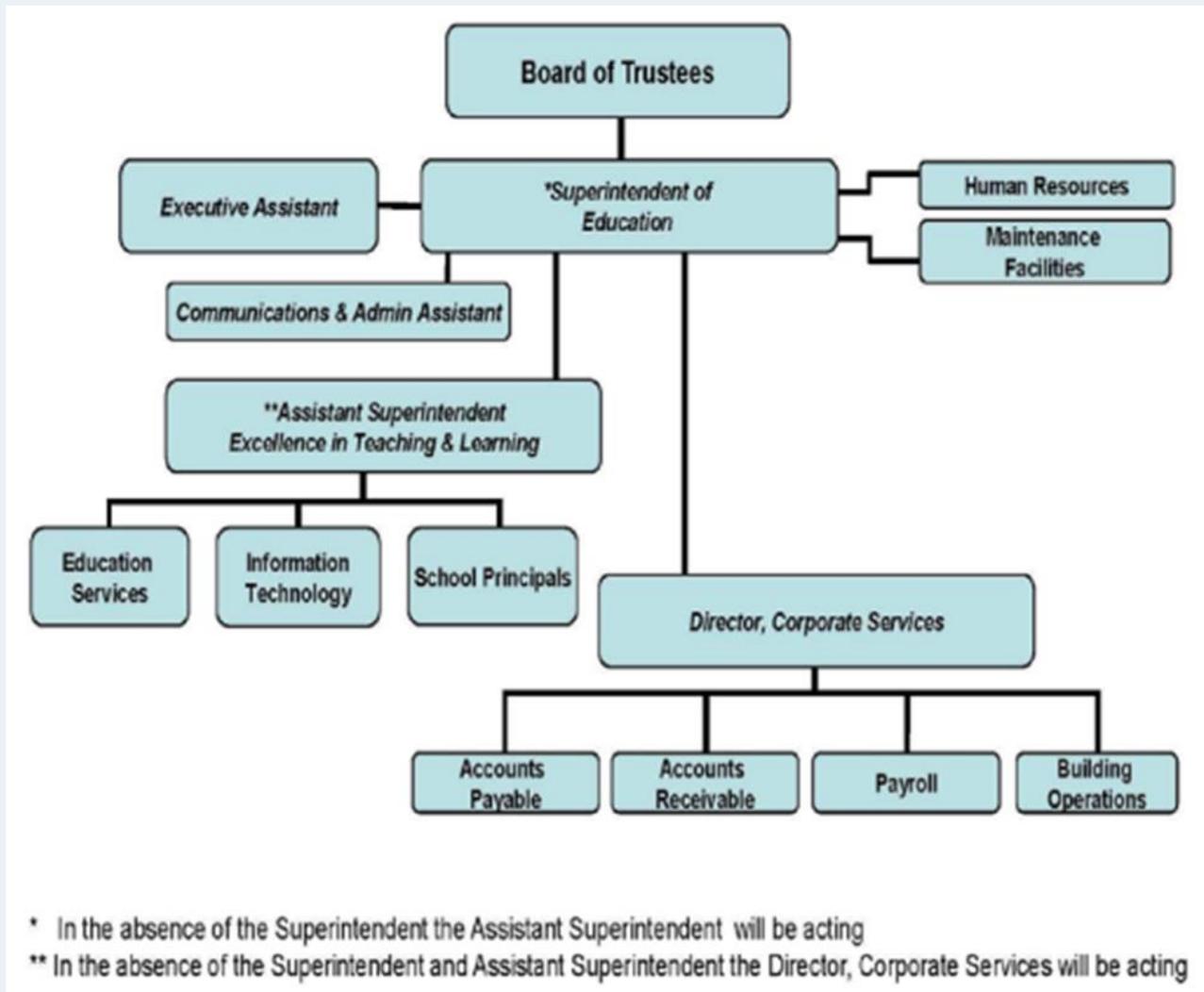
Superintendent of Education:	Ed Lippert
Assistant Superintendent:	Shirley Zouboules
Director of Corporate Services:	Tram Do

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

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

B. Functional Organizational Chart

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



C. Governance Training

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

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Strategic Planning	Cindi Vasalenak Terry Gunderson	Board Trustees	October/November Date TBD	Yes February 2021 Additionally, delivered the following: Budget and Fiscal Oversight - April 2021 Four Seasons of Reconciliation - May 2021	
				Two trustees attended the following ASBA events: Advocacy Leadership Academy - February 2021 Learning Resource Centre - March 2021 Indigenous Leadership Panel Discussions (CSBA through ASBA) -	

				March 2021	
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****Due to COVID restrictions, plans are not yet confirmed for 2020-2021**

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 8, 2020	Virtual Meetings dependent on approved re-opening plan	Yes	
October 13, 2020	District DEA Office	Yes	
November 10, 2020	District DEA Office	Yes	
December 18, 2020	District DEA Office	Yes	
January 12, 2021	District DEA Office	Yes	
February 9, 2021	District DEA Office	Yes	
March 9, 2021	District DEA Office	Yes	
April 13, 2021	District DEA Office	Yes	
May 11, 2021	District DEA Office	Yes	
June 8, 2021	District DEA Office	Yes	

E. School Profiles

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

Total Number of Schools in District	6	Total Anticipated Student Head Count	2211 students *based on end of June 2020 enrollment
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School Name	Community	Grades Offered	Programming Highlights
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	<ul style="list-style-type: none"> École J.H. Sissons (EJHS) offers French Immersion programming Special programs include choir, musical theatre, afterschool athletics and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess and choir Students and staff participate in a 7-day annual French language and culture camp - 'Camp de neige' - at the Yellowknife Ski Club
Mildred Hall School (MHS)	Yellowknife	JK-8	<ul style="list-style-type: none"> Mildred Hall School (MHS) is an English school which also offers Core French and Willideh language courses The Birchbark Discovery Centre is a community-based alternative education program for children in Grades 1 to 4 based out of Mildred Hall School. The school offers many extracurricular activities such as team sports, fine arts, guitar, fiddling and

			<p>various band instruments; alternative sports such as mountain biking and roller blading; alternative options such as jigging, LEGO® and crochet clubs</p> <ul style="list-style-type: none"> • An “On the Land Mentorship” program was established where students are paired with Indigenous experts and Elders to learn important skills like snaring, tanning moose hide and setting nets • MHS provides a breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program • ‘Peacemakers’, a peer leadership group in the school, promotes education surrounding bullying and bullying prevention
N.J. Macpherson School (NJM)	Yellowknife	JK-5	<ul style="list-style-type: none"> • N.J. Macpherson School (NJM) is an English school which offers Core French • Special programs at NJM include Montessori, Visual Arts, Music, Drama, Gymnastics and a strong recycling program. Several extracurricular sports, clubs and after-school programs are also offered • Indigenous language and culture is integrated into classroom sessions and students attend culture camps throughout the year • NJM has an active Parent Advisory Council
Range Lake North School (RLN)	Yellowknife	JK-8	<ul style="list-style-type: none"> • Intensive French is offered in Grade 6, Post-Intensive French in Grades 7 and 8 and Core French is offered in Grades 6 to 8 at Range Lake North (RLN) • Indigenous Language and Culture is integrated into classroom sessions

			<p>and students attend culture camps throughout the year</p> <ul style="list-style-type: none"> • Special programs at RLN include music, band, fine arts, choir and drama • RLN offers advanced technology and robotics programs in a Makerspace environment • An Athletic Excellence program is offered encompassing many extracurricular sports such as snowboarding, hiking and nature walks • An active and involved Parent Advisory Committee organizes a large annual fundraising event, “Family Fun Night”. Proceeds support RLN student activities
<p>École Sir John Franklin High School (ESJF)</p>	<p>Yellowknife</p>	<p>8-12 *grade 8s from EWMS until Fall 2022 due to EJHS accommodation planning</p>	<ul style="list-style-type: none"> • École Sir John Franklin High School (ESJF) offers programming from Grades 8 to 12 in both English and French Immersion • Core French and Post-Intensive French are offered from Grades 8 to 12 • ESJF has a dynamic Fine Arts program which includes music, band, choir, drama and visual arts • The school offers an extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts and esthetics • ESJF offers Indigenous culture programming and camps including Wíílídeh language instruction • The school has a successful Sports Academy and extra-curricular sports and clubs are offered • ESJF has an At-Risk Student program, which provides support and

			<p>resources for students struggling in school, socially, or at home.</p> <ul style="list-style-type: none"> • International travel opportunities for students include volunteering, scuba club, and cultural experience • Night classes are also available
<p>École William McDonald School (EWMS)</p>	<p>Yellowknife</p>	<p>6-7 *grade 8s moving to ESJF until Fall 2022 due to EJHS accommodation planning</p>	<ul style="list-style-type: none"> • École William McDonald Middle School (EWMS) offers programming for Grades 6 and 7 in both English and French Immersion • Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7, and Core French – Grades 6 and 7 • EWMS offers exploratory programs such as Industrial Arts, Home Economics and Outdoor Education • The school offers a Sports Academy program which includes hockey, soccer, dance, fitness and cross training. Recently updating the fitness room allowed the school to expand its sports programming

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being home schooled.

The YK1 student population reflects the demographics of the City of Yellowknife. 34% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing numbers of students enrolled in our schools are new to Canada. These students' needs are supported, through the Support Workers In Schools (SWIS) program primarily in two schools. In addition, there are a number of students who are English Language Learners (ELL), but do not receive services from the SWIS program.

In 2020-2021, 69.3% of YK1 students are on regular program, while 24.6% are on SSPs of which 5.1% are on Modified Plans. There are a remaining 1.3% of students on IEPs.

G. Teacher Profiles

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

YK1 has teachers with a wide range of experience, from zero to 31 years. Our largest demographic are teachers of five years or less experience (approximately 47%) while our smallest demographic are teachers over 15 but less than 20 years (approximately 9%). Approximately 14% of our teachers have more than 20 years of service with the District. YK1 has limited challenges with teacher turnover in comparison to smaller NWT communities. Ongoing, areas where we experience the most challenges are in French Programming, Indigenous Language Instruction, and Administration. The high demand for French teachers across Canada makes it very difficult to attract and retain qualified French teachers due to the isolation and high cost of living. As well, it is very difficult to offer Indigenous Language programs due to extremely low numbers of qualified local Indigenous Language speakers. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the perceived high expectations and overwhelming demands of the job.

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>District targets and performance indicators fall under the following pillars that reflect the five shared ECE priorities and directives, and YK1 Strategic Priorities:</p> <ol style="list-style-type: none"> 1. Inclusive Pedagogies (ECE Priorities 1 and 4, YK1 Priorities 1 and 2) 2. Indigenizing Our Practices (ECE Priority 2, YK1 Priorities 1 and 3) 3. Social Emotional Learning, Wellness, and Key Competencies (ECE Priorities 3 and 5, YK1 Priorities 2 and 4)
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Educational staff will participate in Professional Development focusing on the three identified pillars.	100% of staff will participate in some or all of the PD	100%	
YK1 schools will utilize a mentorship approach in Science and Literacy to support colleagues.	100% of YK1 schools (N=6) will identify teacher leaders in Science (FR/EN) and/or	100%	

	Literacy (EN)		
<p>YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement</p> <p>“Ultimately we envision collaborative inquiry as an alternative to short-term, top-down, formulaic approaches to professional learning that do not hold enough rigor to realize self-sustaining cycles of improvement in schools. In order for education to remain relevant and responsive to the current and future learning needs of students, teachers and other educational leaders must have mechanisms and processes in place to collaboratively identify how schools should improve and how to meaningfully refine and sustain those changes. Collaborative inquiry holds the potential to do that by calling each individual in education to raise within themselves a truer sense of leader and learner.” (Donohoo & Velasco, 2016)</p>	<p>100% of YK1 schools will provide PLC time within the school day</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The Grades 1-3 literacy initiative (Nurturing Northern Literacy Learners) will continue next year and grow to include further grades. This initiative has provided support for our Literacy Action Plan as we work with teachers on research-based practices in literacy</p> <p>Professional Learning Communities have continued in all schools. As teachers gain further understanding of the purpose and the power they have to improve instruction and student outcomes, their value is clear. Schools are in different places in regards to their effectiveness but the district will continue to monitor and provide support</p>		
<p>Areas for Development for the region</p>	<p>This year’s Science Mentorship sessions with our outside consultant were effective and will continue in 2021-2022. Unfortunately, the last critical session where a shared document was to be completed was cancelled due to the COVID-19 outbreak in one of our schools</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The COVID-19 pandemic meant that all professional development with outside professionals was delivered virtually. This affected the quality of the experience for staff
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B. School Improvement Planning

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

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

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>School Improvement Plans will align with the YK1 identified pillars that incorporate District strategic priorities and ECE directives and priorities:</p> <ul style="list-style-type: none"> • Inclusive Pedagogies • Indigenizing Our Practices • Social Emotional Learning (SEL), Wellness, and Key Competencies <p>In addition, site-based data will inform school plans, to ensure student and school community needs are considered.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	District support in this area has become more specific in response to identified school goals		
Areas for Development for the region	As YK1 implements the new Strategic Priorities, the district will work closely with schools to ensure they are integrated and reflected in their School Improvement Plans		

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

Professional development that is designed to support plans was done virtually this year due to COVID-19 restrictions resulting in some impact to effectiveness. The in-person sessions provide for better group interaction and engagement however hosting consultants virtually allowed for more frequent sessions

C. Annual School Reviews

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

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

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 schools develop yearly School Improvement Plans based on the previous year’s data. They identify goals, set targets and performance indicators and ensure alignment with YK1 identified pillars. School plans are shared with the District Administration and the Board of Trustees. At the end of the year, there will be another presentation to share and discuss the results, which inform the subsequent year’s plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	All schools prepared and submitted plans		
Areas for Development for the region	The district will ensure that PD and guidance is provided to schools as the new YK1 Strategic Priorities are implemented in 2021-2022		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Although School Improvement Plans were completed this past year, they were not formally presented to the Trustees due to COVID-19 in-person restrictions		

D. Staff Evaluations

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

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

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>At the beginning of each school year, YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by school administration will also be evaluated. The administration of each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk. Any possible school closures due to the COVID-19 pandemic may impact the completion of staff evaluations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Number of teachers and PSTs formally evaluated in the school year.</p>	<p>100% of: 135 staff, including admin, PSTs & teachers on term contract, or on the 5th etc., year of review</p>	<p>61%</p>	<p>Target set 2020-2021 Operating Plan was incorrect. There were 62 teachers and PSTs that were to be evaluated, of which 38 (61%) were completed as of June 2021</p>
<p>Number of principals and assistant principals formally evaluated in the school year.</p>	<p>6</p>	<p>2</p>	<p>Priority was given to new administrators</p>
<p>Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.</p>	<p>1</p>	<p>4</p>	<p>Priority was given to consultants new to the role. Evaluations completed for RILE, RISC, IT Coordinator and Instructional Coordinator.</p>
<p>Number of Superintendents formally evaluated in the school year.</p>	<p>1</p>	<p>1</p>	
<p>Areas of Strength for the region</p>	<p>In 2020-2021, there was a concerted and successful effort to complete board consultants’ evaluations</p>		
<p>Areas for Development for the region</p>	<p>Schools need more support to ensure time is allotted in administrator’s schedules for staff evaluations</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Additional staff (Jordan’s Principle Educational Assistants) has resulted in an increase in the number of evaluations and the necessity for them to be completed

E. Regional Training and In-Service

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

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

Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	<p>Yellowknife Education District No.1 will ensure that all District and school-based training, in-servicing, and professional development fits under the identified pillars for 2020-2021. Consultants will provide PD in the following areas:</p> <ul style="list-style-type: none"> • Inclusive Pedagogies <ul style="list-style-type: none"> ○ School residencies with outside Math consultants (EN/FR) ○ Science Mentors with outside consultant (EN/FR) ○ Early Literacy Initiative (EN) ○ Neurolinguistic approach with outside consultant (FR/Wilhidh) ○ School specific STIP time • Indigenizing Our Practices <ul style="list-style-type: none"> ○ Two District days on the theme of Indigenizing Education ○ School specific SIP/STIP time <p><i>*Arrangements have been made for delivery of PD from outside consultants to be delivered virtually due to COVID-19 restrictions.</i></p>
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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.	1	1	

% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	6	6	
Areas of Strength for the region	Training and in-servicing sessions were in alignment with the intent of STIP and supported the identified pillars		
Areas for Development for the region	In 2021-2022, in-servicing and training for staff is planned to reflect the renewed Strategic Priorities		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Although good uptake from staff for non-mandatory afterschool PD, 100% participation was not achieved. Engagement in virtual presentations is not the same as when staff works with consultants and PD providers in- person		

F. Literacy Coordinators

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

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

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

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

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

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	The District Instructional Coordinators will establish targets for the Literacy Action Plan developed in 2019-2020. They will continue to work with the outside consultant to further refine and implement the plan.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	In progress	Due to the development of the new YK1 Strategic Priorities, this plan is still in development
Areas of Strength for the region	Complementary professional development with consultants, Dr. Leyton Schnellert and Faye Brownlie in our early year’s literacy initiative was successful in meeting our draft plan and the intent of ELA curriculum as outlined in the front matter and the outcomes		

<p>Areas for Development for the region</p>	<p>The development and finalization of the plan was slowed to ensure alignment with the updating and renewal of YK1 Strategic Priorities</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Positive momentum has been established as YK1 moves forward with the Literacy Action Plan and its continuing implementation</p>

G. Healthy Food for Learning

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

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 schools access the Healthy Food for Learning Program for the provision of snacks and/or lunches using a philosophy of access for all. Schools employ an “open cupboard” approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on academics and healthy lifestyles. Research shows that students perform better in all areas when their diet consists of nutritional food (https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning). Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p> <p>Should the COVID-19 pandemic cause school closures, some schools may make alternate arrangements to provide for students and families if needed e.g. gift cards.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	n/a	n/a	
Areas of Strength for the region	YK1 continues to provide “access for all” healthy food programs in all schools		
Areas for Development for the region	N/A		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	There is varied numbers of students between schools who access snack and meal programs. Some schools offer “weekend” food packages for students and families		

School Name	Type of food program(s) offered in each school <i>(Breakfast, Lunch, Snack, etc.)</i>	Days per week program is offered in each school <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria for participation <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
EJHS	Breakfast, lunch and snacks are available in the office for students as needed	Monday - Friday	Snacks - 35 students	No fee; everyone welcome	Yes	
MHS	Breakfast, Lunch and two snack breaks	Monday - Friday	120 students access some/all food offerings	No fee; everyone welcome	Yes Additionally, more students accessed food programs this year than planned; Groceries/food was provided, as needed, for families over March break	
NJM	Breakfast, Lunch, and Snacks are available in the office for students as needed	Monday - Friday	Breakfast - 4 students Lunch - 2 students	No fee; everyone welcome	Yes Fewer students accessed the breakfast and lunch programs but more accessed snacks	
RLN	Lunches are available in the office for students as needed; Snack bowls are available at all times in the classrooms and the office	Monday - Friday	Lunch - 15 students	No fee; everyone welcome	Yes	

<p>ESJF</p>	<p>Breakfast is available from 8:00-8:25 AM for all students on self-serve basis; Lunch available in Student Services area for all students on self-serve basis; Snacks available throughout the school in strategic areas; all grades, all hours</p>	<p>Monday - Friday</p>	<p>Breakfast - 50+ students Lunch - 25 students</p>	<p>No fee; everyone welcome</p>	<p>Yes</p>	
<p>EWMS</p>	<p>Breakfast program Fruit and snacks Lunch program *Breakfast/Lunch programs will feature hot lunches 2 days/week</p>	<p>Monday - Friday</p>	<p>50-60 students access some/all food offerings</p>	<p>No fee; everyone welcome</p>	<p>Yes</p>	
<p>TOTAL</p>	<p>Breakfast, Lunch, and Snack programs offered at schools as needed</p>	<p>All school days / all year</p>	<p>Approximately 310 students access some/all food programs daily</p>	<p>No fee; everyone welcome</p>	<p>Yes</p>	

H. Student Success Initiative

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

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

<p>SSI Project Proposal Summary</p>	<p>NOTE: The SSI project will continue as planned from 2019-2020 with some minor changes as indicated below (*). The YK1 SSI proposal will focus on the pillar of Inclusive Pedagogies and Social Emotional Learning (SEL), Wellness, and Key Competencies by: Utilizing outside facilitators in the English and French Immersion streams to focus on inclusive practices in Math and Science in a site-based residency approach, multiple times over the school year, Utilizing our outside consultants to support the Early Literacy/ILE initiative, Changing Results of Northern Learners, Review and revise the Growth as a Learner document <i>*Outside consultants and facilitators will work with staff virtually due to the COVID-19 pandemic.</i></p> <p>The approach for PD through the SSI initiative is ongoing from previous years. Teachers will participate in collaborative inquiry professional development using the Spiral of Inquiry process (Kaser & Halbert, 2017). This process is one that supports teachers working collaboratively to investigate their practice around shared questions, involving research and implementation and testing of new ideas, followed by reflection on results. It is our belief that the inquiry-learning model is applicable to our teachers and our learners and hence used as the basis for ongoing professional development (PD) in Math, Science, Inquiry Learning and Inclusionary Practices.</p> <p>Reference: Kaser, L. & Halbert, J. (2017). <i>The Spiral Playbook: Leading with an Inquiring Mindset in School Systems and Schools</i>. C21 Canada</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	90%	90%	

<p>% of support staff from across the region that participate in SSI PD activities.</p>	<p>100% PSTs</p>	<p>100%</p>	
<p>Areas of Strength</p>	<p>Our continued work with highly knowledgeable consultants enhances and deepens our professional learning. This work aligns well with the pillars mentioned in the proposal summary. In addition, the consultants are highly responsive to the goals identified in professional learning communities</p> <p>The collaborative work being done in professional learning communities has enabled teachers to combine their efforts and expertise to engage and support all of their learners. They continue to work on common goals, plan meaningful experiences for their students, and use assessment that drives learning forward</p> <p>Nurturing Northern Literacy Learners, our early literacy initiative commenced this year for our grade 1-3 teachers. The goal was to deepen educator understanding of effective and inclusive pedagogies in early literacy instruction. School teams used the collaborative inquiry model to delve into their practice. They were supported by recognized experts in the field of literacy, Dr. Leyton Schnellert and Faye Brownlie. The combined efforts of teachers have made a positive impact on their learners</p>		
<p>Areas for Development</p>	<p>Our district is in the process of establishing new strategic priorities. The SSI project for 2021-2022 will align with these priorities</p> <p>The Nurturing Northern Learners initiative will expand from grades 1-3 to grades 1-5. Teachers will once again use a collaborative inquiry model. The outside facilitator, Faye Brownlie, will support each school with four residencies throughout the year</p> <p>Our work with a consultant, Dr. Sara Davidson, on incorporating indigenous perspectives and pedagogies into literacy instruction will start in the 2021-2022 school year</p>		
<p>Additional Comments</p>	<p>The COVID-19 outbreak and subsequent two week shift to remote learning in the spring of 2021 did affect some of our final sessions with consultants. All of these sessions have been rescheduled for the fall of 2021</p>		

<p>Name of SSI Project</p>	<p>Planned Timeline for Implementation</p>	<p>Was the SSI Project Implemented as planned? (Yes/No)</p>	<p>If No, why not?</p>
<p>Practices that Support All Learners</p>	<p>2018-2019 to 2020-2021</p>	<p>Yes</p>	

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	This past school year, there was a solid focus on student-based programming and social-emotional wellness		
Areas for Development for the region	Training on using the Clevr digital platform		
Additional Comments for the region			

J. Healthy Relationship Programming

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

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

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

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 continues to promote evidence-based healthy relationship programming including ECE endorsed programs. The District supports school-based decisions regarding research-based programs to support healthy relationships. Some programs are used on the recommendation of outside professionals to meet the diverse needs in our classrooms e.g. Skillstreaming (http://www.skillstreaming.com/)</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	50%	50%	
% of schools with grade 4-6 students offering LEADS.	25%	25%	
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Areas of Strength for the region	Introduction of the CYCCs have helped address the need for counselling services in the schools		
Areas for Development for the region	Need a refresher for new staff on some ECE endorsed programs e.g. WITS		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	EJHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ LEADS https://witsprogram.ca/school/wits-leads-program/ WITS https://witsprogram.ca/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation	All programs delivered as planned	
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ Mind-up https://mindup.org/ Talking About Mental Illness (TAMI) http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation	Yes, with the exception of TAMI which is offered every second year to the 7/8 split classes	
	NJM	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ WITS https://witsprogram.ca/ Mind-up https://mindup.org/ Skillstreaming http://www.skillstreaming.com/	Yes	

	<p>We Thinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package</p>		
RLN	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>Mind-up https://mindup.org/</p> <p>The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/</p> <p>Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticasmash.ca/</p> <p>Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/</p>	Yes	
ESJF	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>The Fourth R - Health Physical Education (HPE) Program The Fourth R - Healthy Relationships Plus Program (HRPP) https://youthrelationships.org/</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticasmash.ca/</p>	Yes	
EWMS	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>Skillstreaming http://www.skillstreaming.com/</p> <p>The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticasmash.ca/</p> <p>Me to WE https://www.we.org/we-schools/</p> <p>Talking About Mental Illness (TAMI) http://cbpp-pcpe.phac-aspc.gc.ca/pppractice/talking-about-mental-illness-tami/</p>	PBIS-SCP, HPE were implemented as planned	Other planned programs not delivered as Grade 8 students placed at ESJF during EJHS renovation

K. Second Language Education

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

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

***Note: Due to the varying structures of French and Wilhìdeh instruction, frequency is given in minutes, hours or percentages*

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Th̄ch̄o)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
EJHS	French	Immersion	JK-2	100%	100%	As planned	
	French	Immersion	3-5	100%	80-85%	85-90%	Only ELA offered in EN
MHS	French	Core	1-4	10%	90 min/week	60 min/week	30 min/week <i>Wilhìdeh</i> No FR for Grade 1
	French	Core	5-8	10%	150 min/week	60 min/week	30 min/week <i>Wilhìdeh</i> *lack of staff for FR instruction
	<i>Wilhìdeh</i>	Core	K-8	90%	90 min/week	As planned Grades 1-8	K @30min/week
NJM	French	Core	1-4	100%	90 min/week	60 min/week	Lack of staff for FR instruction; Scheduling
	French	Core	5	100%	60 h (2 blocks of 2 weeks in Fall/Spring)	110-120 hrs over 4 weeks	10 hour time variation due to occasional Monday Statutory holiday

RLN	French	Core	1-4	100%	80 min/week and 10 hrs French Activities	As planned	
	French	Core	5/6	Grade 5 – 100% Grade 6 – 51%	60 h (2 blocks of 2 weeks in Fall/Spring)	110-120 hrs over 4 weeks	10 hour time variation due to occasional Monday Statutory holiday
	French	Core	7, 8	39%	160 min/week	120/160 min/week	Scheduling
	French	Intensive	6	49%	70% (Sep-Feb), 30% (Feb-Jun)	As planned	
	French	Post-Intensive	7, 8	61%	80 min/day	As planned	
ESJF	French	Immersion	8	38%	70%	As planned	
	French	Immersion	9-12	10%	40-60% over two semesters	Grade 9: 70% Grades 10-12 60-70%	Scheduling
	French	Post-Intensive	8	25%	80 min/day	As planned	
	French	Post-Intensive	9-12	12%	125 hr/year (one semester)	As planned	
	French	Core	8	37%	160 min/week	As planned	
	French	Core	9	24%	94 hr/year	65 hr/year	Scheduling
	French	Core	10-12	8%	125 hr/year	As planned	
	<i>Willihideh</i>	Core	9-12	10%	125 hr/year	As planned	
EWMS	French	Immersion	6, 7	6 – 41% 7 – 46%	70%	75-80%	Physical Education taught in FR
	French	Intensive	6	27%	70% (Sep-Feb), 30% (Feb-Jun)	78% (Sep-Feb), 25% (Feb-Jun)	Physical Education taught in FR
	French	Post-Intensive	7	32%	80 min/day	As planned	
	French	Core	6, 7	6 – 33% 7 – 22%	160 min/week	120 min/week	Scheduling

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

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

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

B. Program Support Teachers

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	2.69	2.0		1.8	One FTE position not filled from April – June (Maternity leave)
MHS	2.41	3.0		3.0	
NJM	3.22	3.0		2.75	One FTE position not filled from April – June (Maternity leave)
RLN	2.18	3.0		3.0	
ESJF	3.25	3.0		3.0	
EWMS	2.06	2.0		2.0	
TOTAL	15.81	16.0	Rounded to full positions	15.55	Two maternity leave positions not filled (April-June)

C. Support Assistants

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	33.35	2.0		2.0	
MHS		9.0		8.0	Budgeted FTE in 2020-2021 Operating Plan was incorrect
NJM		4.0		5.0	One FTE position added due to increased needs
RLN		6.5		6.5	
ESJF		8.5		9.0	One FTE position added due to increased needs (to 9.5 FTE); mid-year resignation (down to 9.0 FTE)
EWMS		4.0		2.75	One FTE moved to NJM One .25 position deduction due to alternate assignment
TOTAL		33.35	34.0		33.25

D. Magnet Facilities

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

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

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	3.0	4.0	More teachers needed	4.0	
Support Assistants	2.0	1.0	Allocated to teachers	1.0	
TOTAL	5.0	5.0		5.0	

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

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$38,000	\$38,000		\$22,564.14	Actual spending for 2020-2021 based on needs, supplies, resources

E. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$127,942	\$127,942		\$24,346.64	COVID-19 restrictions had a major impact on professional development in 2020-2021

			<p>Due to travel restrictions, YK1 was unable to add additional staff as Non-Violent Crisis Intervention Trainers, something greatly needed at the district level</p> <p>As there was a new RISC this year, the district focused on capacity building and internal PD to ensure consistency in school processes within the PST group</p> <p>The majority of PD provided was virtual. Consultants and those who offer virtual PD do not require travel, accommodation, per diems, etc., thus significantly lowering the cost of services</p>
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The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended <i>(PSTs / Educators / Support Assistants / Principals)</i>	Planned Topic	Planned Date & Location	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Non-violent Crisis Intervention Training *Recertification of trainers **New trainer certification	All school staff	De-escalating behaviour in a safe, respectful manner	*dates and format are dependent on COVID-19 restrictions	Yes, for staff with YK1 trainers No, for new trainer certification	Due to COVID-19 travel recommendations and isolation requirements
Dean Consulting	EAs	Supporting complex needs in a common learning environment	*dates and format are dependent on COVID-	No	EA PD was completed online; was comprised of alternating sessions

			19 restrictions		and webinars, both synchronous and asynchronous
Wendy Wile (Educational Psychologist)	PSTs Classroom teachers	Roles and Responsibilities Supporting classroom teachers in behavioural goals Support in Gifted Programming Staff wellness	*dates and format are dependent on COVID-19 restrictions	No	Not contracted in 2020-2021
Robyn Combres (Educational Psychologist)	PSTs Classroom teachers	Supporting classroom teachers in behavioural goals in the common learning environment	*dates and format are dependent on COVID-19 restrictions	Yes	
Child Autism Services Edmonton (CASE)	PSTs	Supporting Administrators, PSTs, classroom teachers, EAs in understanding and working with students with ASD	*dates and format are dependent on COVID-19 restrictions	Yes	
<i>*PD completed but not included in 2020-2021 Operating Plan</i>					
Beacon House	EAs	Trauma informed practices; Self-regulation	February 2021	Yes	
Mehrit Centre Self-Regulation Foundations	PSTs EAs	Self-regulation	Throughout the year	Yes	
Inclusion Alberta	RISC PSTs	Transitioning beyond high school; Inclusive schooling	April 2021	Yes	
Faye Brownlie, Literacy Consultant	Admin Teachers PSTs EAs	Flexible instructional strategies	January 2021	Yes	

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

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2020-2021, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classrooms. Our outside consultant will work with PSTs and school/teacher teams to implement best practices in inclusion strategies, including thoughtful writing and implementation of SSPs and IEPs.</p> <p>Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation. Ongoing academic PD strengthens inclusive pedagogies that support all learners in our classrooms.</p> <p><i>Dates and format subject to COVID-19 restrictions.</i></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100% of teachers with students on IEPs, as well as PSTs, Admin & Educational Assistants working with these students	*100%	<p>*The level of training for the Competency Based Individual Education Plan differs across the district. PSTs and Administrators have formal training</p> <p>Teachers and EAs have some knowledge based on work with PST</p>
% of educators that have been trained on developing and implementing SSPs this year.	100%	100%	
% of educators that have been trained on the use of flexible strategies this year.	100% K-9 teachers, plus identified secondary school staff	100%	

% of educators that have been trained on the School-based Support Team process this year.	100%	100%	
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%	100%	
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%	100%	
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%	100%	
% of educators that have been trained on Assistive Technology this year.	100%	75%	Assistive technology training was held throughout the year during after-school sessions. In addition to this as new technology is added to classrooms to support individual students and/or whole class, training is provided 1-1 and/or in small groups
Areas of Strength for the region	<p>Strengths are:</p> <ul style="list-style-type: none"> Professional development for all educators, Administrators, PSTs, Teachers and EAs PSTs have been consistent within schools for multiple years, therefore processes are well established District PST/RISC team meets to discuss IS Directive to ensure protocols are followed regarding support plans 		
Areas for Development for the region	Focusing on Competency Based Individual Education Plan (CBIEP) training beyond PSTs and Administration (goal is outlined in 2021-22 Operating Plan)		
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	Moving forward, more release time for Teachers and EAs for specific CBIEP Training, in addition to training that will be held for PSTs/Administrators		

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Children's Autism Services of	SLP, Behavioural therapist, OT	Support individual students with ASD, goal	SJF, RLN, NJM, MHS	75.3 hours	\$13,995

Edmonton (CASE)		setting and planning with SBSTs			
Dean Consulting	Psycho-educational Assessments	Educational Assessments for Individual Students	All	1 year	\$30,250
Robyn Combres (Educational Psychologist); Positive Behaviour Support Inc.	Educational Psychologist - Behavioural Support	Behaviour Supports for Students, goal setting and planning for SBSTs	RLN, NJM, MHS, JHS	1 year	\$8610
Jackie Brooks (Shoot to the Stars, Occupational Health & Wellness Centre)	Occupational Therapist	OT - Sensory specific	RLN	5 hours	\$575.00

F. Assistive Technology

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

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$118,366	\$8870.66	Chromebooks	(\$32,373.32)
	\$70,337.68	FM Systems	
	\$3,712.46	iPads	
	\$3,071.88	Reader pens (c-pens)	

G. Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
EJHS	\$113,230				
MHS					
NJM					
RLN		\$114,192	0.75 position		
ESJF		\$153,256	1 position	\$153,256	
EWMS				\$114,192	Staffing reallocation from RLN to EWMS
TOTAL	\$113,230		1.75 positions		

H. Alignment of Student Supports

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

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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.	Regular Program Support Teacher meetings, where guidelines and strategies are to be shared and/or collaboratively developed with the RISC and PSTs, will ensure that SSP/IEP plans are written with fidelity. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively to ensure thoughtful and intentional supports align with students’ SSP and IEP goals.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	25%	25%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	2.5	2.0 students were unable to attend for 2021-22 due to COVID concerns where learning programs were provided

			0.5 student attends at an alternate location and is supported by another Yellowknife organization in collaboration with YK1
Number of times per month that the RISC meets with PSTs via video/phone conference?	0	1-2 Regularly scheduled	RISC and PSTs communicate between meetings - via phone, video conference, face to face
Number of times per year that the RISC meet with the PSTs in person	100%	10 times minimum (online as full group)	*PSTs and RISC did not meet face to face this year as an entire group due to COVID
Areas of Strength for the region	<p>Strengths are:</p> <ul style="list-style-type: none"> Improvement in finalization and regular reviewing of plans Collaboration with families and external consultants to create student-centered goals for CBIEP 		
Areas for Development for the region	Ensure we maintain results for 2021-2022		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	With COVID restrictions and vaccinations, we anticipate that home-based students will return to class in 2021-2022		

I. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	<p>YK1 is committed to the ongoing work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a focus on utilizing planning techniques across a variety of subject areas, based on inclusive models of support.</p> <p>Opportunities are provided for principals to participate in district provided PD and plan with outside facilitators to create conditions for the successful implementation of these strategies.</p>
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	During monthly meetings, PST teams will present and share ideas and effective strategies based on application of learning gathered at professional development. PSTs with specific strengths, skills and knowledge will share to the group to support learning across schools. In the event of school closures, meetings will continue to be held virtually.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	100%	80%	Not all time is regularly scheduled
% of support assistants who receive support through adequate scheduled time with PST.	100%	75%	Not all time is regularly scheduled
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	
% of classroom teachers who will meet with the PST at least once a month.	100%	85%	As some staff are not homeroom teachers at the secondary level, not all subject teachers meet with PSTs on a regular basis
% of support assistants who will meet with PST at least once a month.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	50%	Not regularly scheduled
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities.	100%	100%	
Areas of Strength for the region	Administrator/PST support for students in use of flexible strategies is strong		
Areas for Development for the region	Scheduling of time of EAs with teachers on a regular basis in addition to the 1-1 student need within the district is challenging		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	In 2020-2021, all schools will utilize the existing referral process and format to ensure the continued efficiency and effectiveness of SBST in our schools. <i>In the event of school closures, meetings will continue but will be held virtually.</i>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	60%	All teachers have access to SBST within schools. Formal SBST are not always used with entire teams, especially at larger schools - however, smaller SBST meetings are held with Teacher, PST, Administrator, etc., when necessary
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%	100%	
% of SBST meetings that focus on solving specific problems	Unknown	*See note	*In addition to SBST meetings that are scheduled to support classroom teachers, YK1 schools have weekly meetings
% of SBST meetings that address systemic issues in the school	Unknown	*See note	

		that look at specific problems and systemic issues with Administrators, PSTs, Counsellors, Child Youth Care Counsellors (CYCC), if applicable, and others, if/when required
Areas of Strength for the region	SBST meetings include CYCCs	
Areas for Development for the region	Understanding further the various models of SBST separate from the 30-minute problem solving meeting	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.		

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

K. Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>Schools have developed processes that include criteria and timelines for the development and review of SSPs and IEPs, that align with the Inclusive Schooling Directive. The RISC is a resource for support in this process. In 2020 – 2021, a continuing effort will be made to work with parents and students in the development and finalization of IEPs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers completing SSPs for student requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents participating in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	
% of students participating in developing their own IEP, when required and appropriate.	100%	100%	
Areas of Strength for the region	<p>Strengths are:</p> <ul style="list-style-type: none"> • Regular review of SSP and IEP process at district level • Parent communication of IEP process 		
Areas for Development for the region	<p>More work on Modified Education Plans (MEP) for 2021-2022 for all staff in areas of development, reporting, and communicating</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

L. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	The RISC will support, as needed, school PSTs and Administrators to collaboratively develop monthly priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines, as well as ensuring that time targets are met. A beginning of the school year PD refresher will be held for Admin and PSTs on allocation of PST time targets. All meetings will comply with COVID-19 restrictions.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
Areas of Strength for the region	Results are based on average of 16 combined PSTs		
Areas for Development for the region	Areas of Development are: <ul style="list-style-type: none"> • Teams are working on organization of roles within schools • PST teams as they will change for 2021-2022 		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

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

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0		1.0	

B. Indigenous Language Instructors

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)	
EJHS	6.73					
MHS		4.75		4.75		
NJM						
RLN						
ESJF		2.25			2.25	
EWMS						
TOTAL	6.73	7.0	Rounded to full position	7.0		

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

Some regions have indicated difficulty in filling Indigenous Language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	YK1 has made the following accommodations to support Indigenous language instruction: <ul style="list-style-type: none"> In-servicing of Our Languages curriculum at each school. District-wide PD sessions on Indigenous education and the renewed emphasis on the whole-school approach.
What plans do you have to recruit and train language teachers in the future?	YK1 plans to lobby ECE for the reimplementation of language teacher training programs such as the Certificate of Aboriginal Language Revitalization (CALR).
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	The mobility of language instructors from communities is impacted by COVID-19 restrictions. Under the current circumstances, it is not prudent to invite local language speakers and elders into the schools.

C. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (If applicable)
EJHS	\$171,623	\$28,604		\$2657.64	Monies spent reflect Elders In Schools only	
MHS		\$28,604		\$1,208.29	Monies spent reflect Elders In Schools only	
NJM		\$28,604		\$29.24	Monies spent reflect Elders In Schools only	
RLN		\$28,604		\$1452.43	Monies spent reflect Elders In Schools only	
ESJF		\$28,604		\$5807.83	Monies spent reflect Elders In Schools only	
EWMS		\$28,604		\$0.00	Monies spent reflect Elders In Schools only	
TOTAL	\$171,623	\$171,624		\$35,643.89	There was some confusion about this budget. Schools used their own ILE budgets for projects, the RILE supported some projects and schools coded ONLY elders to this particular	

					budget. Due to COVID, we had very little work with elders who may have ben additionally vulnerable. Thus the significant difference.	
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D. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2020-2021, YK1’s approach to address building the school-community relationship articulated below, continues as planned. Experiences for staff and students will be altered to meet COVID-19 pandemic restrictions.</p> <p>Building the School Community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of <i>Dene Kede</i>. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated “Elders in School” funding so that they can have the autonomy to invite elders to be involved in such activities as feasts, assemblies, outdoor excursions, and class lessons. YK1 has a close relationship with the YKDFN in Yellowknife, Dettah and Ndilo and is continually striving to collaborate in reconciliation, language revitalization, and the celebration of traditional knowledge.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with an ILE Committee	100%	80%	One school was unable to organize the ILE committee
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%, dependent upon	50%	All of the school attempted to invite Elders into the schools but due to COVID-19

	COVID-19 restrictions		restrictions, it was not always possible
% of schools hosting community gatherings rooted in local cultures	100%, dependent upon COVID-19 restrictions	100%	
Areas of Strength for the region	YK1 works very closely with the Yellowknives Dene First Nation (YKDFN) community		
Areas for Development for the region	Creation of a succession plan for RILE coordinator, <i>Dene Kede</i> facilitator and ILIs		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	EJHS	Part time/event specific	100%	
	MHS	Full time	100%	
	NJM	Part time/event specific	100%	
	RLN	Part time/event specific	100%	
	ESJF	Part time/event specific	100%	
	EWMS	Part time/event specific	100%	
Types of events/ projects involving cultural resource people per grade level	EJHS	Dependent upon COVID-19 restrictions the following may occur: <ul style="list-style-type: none"> K-5 Indigenous Cultural Experience camps according to themes 	Elders were invited to conduct outdoor activities Drummers were invited to Feed the Fire ceremonies Elders and resource people were invited to cultural camps	

		<p>outlined in <i>Dene Kede</i></p> <ul style="list-style-type: none"> Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 		
	MHS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> Two certified Indigenous Language instructors teaching <i>Wilhideh</i> Language K-8 Two Cultural Support Workers create language resources, as well as, support the language program Elders support school cultural programming e.g. jigging, drumming, traditional games 	<p>Two certified Indigenous Language instructors taught <i>Wilhideh</i> Language K-8</p> <p>Two Cultural Support Workers created language resources, as well as supported the language program</p> <p>Elders supported school cultural programming</p>	
	NJM	<p>Dependent upon COVID-19</p>	<p>Drummers attended Feed the Fire ceremony</p>	<p>Camps were not possible because of COVID-19 restrictions</p>

		<p>restrictions the following may occur:</p> <ul style="list-style-type: none"> • K-5 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 	<p>School hosted commemoration for Residential School survivors</p>	
	<p>RLN</p>	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> • K-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, 	<p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p> <p>A Knowledge Holder was invited to the school tent each Friday to coordinate cultural activities</p>	

		traditional stories and skills		
	ESJF	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> Grade 9 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> Authentic language speaking Elders work with the Indigenous language class on a daily basis Elders and Knowledge Holders work with the Northern Studies classes for a 25 hour practicum 	<p>Indigenous language speaking Elders worked with the Indigenous Language Class on a daily basis</p> <p>Elders and Knowledge Holders worked with the Northern Studies classes for a 25-hour practicum</p> <p>Grade 8 students attended canoe training and participated in a one-day canoe trip on the river</p> <p>A smaller group of grade 8 students participated in a three-day canoe trip</p>	
	EWMS	<ul style="list-style-type: none"> Grades 6-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> Elders work with 	<p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p> <p>Grade 8 students participated in the three-day <i>Camp Akaitcho</i>, as well as a three-day canoe trip</p>	

		<p>facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills</p>		
<p>Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	EJHS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 5 Canoe Trip 	<p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p>	
	MHS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe 	<p>Indigenous language speaking Elders worked with the Indigenous Language Class on a daily basis</p> <p>Elders were invited to conduct outdoor activities</p> <p>Drummers were invited to Feed the Fire ceremonies</p>	

		<p>Trip</p> <ul style="list-style-type: none"> Annual Christmas Feast 		
	NJM	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> Two Feed the Fire Ceremonies Attend traditional games and Yellowknife Community Hand Games Tournament 	<p>Held two Feed the Fire ceremonies for students and staff</p> <p>NJ hosted Feed the Fire ceremonies for the whole district in commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves</p>	
	RLN	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> Two Feed the Fire Ceremonies Attend traditional games and Yellowknife Community Hand Games Tournament Annual Grade 8 Canoe Trip 	<p>Two Feed the Fire Ceremonies</p> <p>Every Friday a resource person was invited to organize traditional activities in the tent</p>	<p>Unfortunately, the Traditional Games Tournament and the Annual Canoe Trip were cancelled because of COVID-19</p>
	ESJF	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> Two Feed the Fire Ceremonies 	<p>Two Feed the Fire Ceremonies</p> <p>Annual Indigenous Honour Ceremony</p> <p>Annual Grade 8 canoe trip</p>	

		<ul style="list-style-type: none"> Attend traditional games and Yellowknife Community Hand Games Tournament Annual Grade 8 Canoe Trip Annual Grade 12 Canoe Trip Annual Indigenous Honour Ceremony 	Many Elders were invited to the school to organize outdoor traditional activities	
	EWMS	<p>Dependent upon COVID-19 restrictions the following may occur:</p> <ul style="list-style-type: none"> Two Feed the Fire Ceremonies Attend traditional games and Yellowknife Community Hand Games Tournament Annual <i>Akaitcho</i> Camp 	<p>Two Feed the Fire Ceremonies</p> <p><i>Annual Camp Akaitcho</i></p> <p>Many Elders were invited to the school to organize outdoor traditional activities</p>	
# of ILE Plan goals met, not yet met or still in progress	EJHS	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
	MHS	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	

	NJM	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
	RLN	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
	ESJF	Still in progress	Because of COVID-19 restriction, The ILE committee did not meet regularly and did not submit a report on the school goals	
	EWMS	Still in progress	Due to COVID-19 restrictions, the ILE committee did not meet regularly and did not submit a report on the school goals	
Type of Indigenous content visible within school and % of school used to display content. (e.g. artifacts, Indigenous role models, Elders' wall, etc.)	EJHS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	Again, it is very difficult to put a percentage on visibility The ILE committee arranged a display booth to represent the Indigenous presence Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.	
	MHS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	Again, it is very difficult to put a percentage on visibility The ILE committee arranged a display booth to represent the Indigenous presence Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.	
	NJM	YK1's approach to Indigenizing content and visibility is rooted in	Again, it is very difficult to put a percentage on visibility The ILE committee arranged a display booth to represent the Indigenous presence	

		worldview and not measurable by quantitative numbers	Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.	
	RLN	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	Again, it is very difficult to put a percentage on visibility The ILE committee arranged a display booth to represent the Indigenous presence Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.	
	ESJF	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	Again, it is very difficult to put a percentage on visibility The ILE committee arranged a display booth to represent the Indigenous presence Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.	
	EWMS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers	Again, it is very difficult to put a percentage on visibility The ILE committee arranged a display booth to represent the Indigenous presence Orange shirt day, commemoration of the <i>Tk'emlúps te Secwepémc</i> First Nation (Kamloops) 215 unmarked graves, local Elders etc.	

E. Strengthening Training for Northern Educators

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Changes to delivery and participation in all events may be altered by COVID-19 restrictions.</p> <p>It is crucial to train our new to the north educators to ensure retention, while at the same time, continually offering Professional Development for our experienced educators. All new YK1 hires attend the ECE New to the North In-service each August. YK1 offers two cultural orientation days to the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Several conferences are available to staff throughout the year such as Inspire and the Alberta FNMI regional gathering. Courses available as well to staff that offer insight into cultural orientation and language revitalization such as Dechinta. YK1 continues to work closely with ECE to in-service the staff on the new <i>Our Languages</i> curriculum implementation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%, but maybe offered virtually due COVID-19 restrictions	100% ECE offered two sessions at each school on the Our Languages Curriculum	
% of schools holding Teacher Cultural Orientation Days.	100%, but maybe offered virtually due COVID-19 restrictions	100% The district provided two sessions for	

		each school for Cultural Orientations Days	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Dr. Niigaan Sinclair will facilitate a virtual presentation to all staff	This day was cancelled because of COVID-19 restrictions	
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	YK1 works very closely with ECE and with YKDFN to deliver Indigenous programming		
Areas for Development for the region	YK1 is still in need of qualified Indigenous Language Instructors		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	EJHS	<ul style="list-style-type: none"> All school staff participate in District coordinated Cultural Orientation Days EJHS ILE committee will Plan school-based activities All staff will participate in the ILE 	100% of all goals were met	

		committee planned cultural activities and events		
	MHS	<ul style="list-style-type: none"> All school staff participate in District coordinated Cultural Orientation Days MHS ILE committee will Plan school-based activities All staff will participate in the ILE committee planned cultural activities and events 	100% of all goals were met	
	NJM	<ul style="list-style-type: none"> All school staff participate in District coordinated Cultural Orientation Days NJM ILE committee will Plan school-based activities All staff will 	100% of all goals were met with exception of the a school-based ILE committee	

		participate in the ILE committee planned cultural activities and events		
	RLN	<ul style="list-style-type: none"> All school staff participate in District coordinated Cultural Orientation Days RLN ILE committee will Plan school-based activities All staff will participate in the ILE committee planned cultural activities and events 	100% of all goals were met	
	ESJF	<ul style="list-style-type: none"> All school staff participate in District coordinated Cultural Orientation Days ESJF ILE committee will Plan school-based activities 	100% of all goals were met	

		<ul style="list-style-type: none"> All staff will participate in the ILE committee planned cultural activities and events 		
	EWMS	<ul style="list-style-type: none"> All school staff participate in District coordinated Cultural Orientation Days EWMS ILE committee will Plan school-based activities All staff will participate in the ILE committee planned cultural activities and events 	100% of all goals were met	
<p>Number of local resource people and type of involvement in Cultural Orientation activities.</p>	EJHS	<p>Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days</p>	<p>YK1 hired 10 local resource people for our Cultural Orientation days</p> <p>YK1 provided three district-wide cultural activity days, through B</p>	

			Dene Adventures, with an average of eight local resource people	
	MHS	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people	
	NJM	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days YK1 provided three district-wide cultural activity days, through B Dene Adventures,	

			with an average of eight local resource people	
	RLN	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people	
	ESJF	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of	

			eight local resource people	
	EWMS	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days	YK1 hired 10 local resource people for our Cultural Orientation days YK1 provided three district-wide cultural activity days, through B Dene Adventures, with an average of eight local resource people	

F. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic. (Required in 2021)</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021.</p> <p>Employing a whole school approach to language takes steps to bridge a gap created by colonization. Whole school use of the language of the community sets educators along a pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture. The whole school approach is a relatively new and challenging practice for many YK1 Schools.</p> <p>Schools teaching <i>Wìlìdeh</i> use the language in signage, announcements and assemblies. <i>Wìlìdeh</i> language is incorporated into other aspects of the curriculum. The schools that do not offer <i>Wìlìdeh</i> language yet are in the infancy of a whole school approach.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	33%	Two schools out of six successfully met targets
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	33%	Two schools out of six successfully met targets
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	33%	Two schools out of six successfully met targets
Areas of Strength for the region	Two schools have successfully met targets. One school is incorporating language use school-wide. The secondary school is making progress with language classes and promotion of language use		

Areas for Development for the region	ILE committees need to develop plans for a whole school approach to language use e.g. assemblies, signage, ceremonies, announcements
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	EJHS	Continuing for 2020-2021: <ul style="list-style-type: none"> Indigenous Language integration into Kindergarten Curriculum Language integration into Indigenous Cultural Experience camps 	Language integration in K curriculum in progress 100% for camps that were held	Limited camps held due to COVID-19 restrictions
	MHS	Continuing for 2020-2021: <ul style="list-style-type: none"> Indigenous Language integration into Kindergarten Curriculum Language integration into Indigenous Cultural Experience camps 	100% Language is integrated into all classes and experiences	Limited camps held due to COVID-19 restrictions
	NJM	Continuing for 2020-2021: <ul style="list-style-type: none"> Indigenous Language integration into 	Language integration in K curriculum	Limited camps held due to COVID-19 restrictions

		<p>Kindergarten Curriculum</p> <ul style="list-style-type: none"> • Language integration into Indigenous Cultural Experience camps 	100% for camps that were held	
	RLN	<p>Continuing for 2020-2021:</p> <ul style="list-style-type: none"> • Indigenous Language integration into Kindergarten Curriculum • Language integration into Indigenous Cultural Experience camps 	<p>Language integration in K curriculum in progress</p> <p>100% for camps that were held</p>	Limited camps held due to COVID-19 restrictions
	ESJF	<p>Continuing for 2020-2021:</p> <ul style="list-style-type: none"> • Language integration into Indigenous Cultural Experience camps 	<p>Language integration into Northern Studies classes</p> <p>100% for camps that were held</p> <p>Language classes for Grades 9-12</p>	Limited camps held due to COVID-19 restrictions
	EWMS	<p>Continuing for 2020-2021:</p> <ul style="list-style-type: none"> • Language integration into Indigenous Cultural Experience camps 	100% for camps that were held	Limited camps held due to COVID-19 restrictions

G. Indigenizing Teaching & Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Participation in cultural experiences may be altered to meet COVID-19 restrictions.</p> <p>Indigenizing Teaching and Learning Practices involves bringing Indigenous concepts to all aspects of education. It is necessary first and foremost to recognize the long-standing impact that Eurocentric beliefs and values have had on traditional learning practices in Northern Schools. To Indigenize education, schools must actively plan and teach using the NWT foundational curricula: <i>Dene Kede</i>. Adopting these learning and teaching practices that are holistic, relational, spiral and experiential goes hand in hand with the recognition of the importance of culture in learning and key cultural experiences. To develop the appropriate approaches and experience, YK1 teachers can participate in the cultural orientations and culture camps, work closely with Elders and Indigenous families, and work to develop a close relationship with the community. It takes time for some teachers to develop this perspective.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices	100%	100%	
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	Working closely with ECE to implement the Indigenizing Education Goals		

Areas for Development for the region	Provide further PD for staff in this area
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. (e.g. holistic, relational, spiral and experiential)	EJHS	Indigenous School Committee will work with the RILE, Dene Kede facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
	MHS	Indigenous School Committee will work with the RILE, Dene Kede facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
	NJM	Indigenous School Committee will work with the RILE, Dene Kede facilitator, community and	In progress	Implement ILE Committee

		teachers to develop an Indigenizing implementation plan		
	RLN	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
	ESJF	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Partially achieved	Continue to work on PD that includes staff in all departments
	EWMS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan	Target achieved	
Types of activities emphasizing Indigenizing teaching and learning	EJHS	ILE Committee will identify and lead activities as	Activities included: <ul style="list-style-type: none"> Land acknowledgements at assemblies 	

practices implemented in each school.		outlined in the ILE handbook as appropriate to EJHS	<ul style="list-style-type: none"> • Drummers for ceremonies • Feed the Fire ceremonies • Tent on school grounds • Hired Cours d'enquêtes en plein air (CEPA) staff to coordinate activities 	
	MHS	ILE Committee will identify and lead activities as outlined in the Indigenous Languages and Education (ILE) Handbook as appropriate to MHS	Activities included: <ul style="list-style-type: none"> • Land acknowledgements at assemblies • Drummers for ceremonies • Feed the Fire ceremonies • Outdoor learning area • Birchbark Discovery Centre • Traditional games 	
	NJM	ILE Committee will identify and lead activities as outlined in the ILE Handbook as appropriate to NJM	Activities included: <ul style="list-style-type: none"> • Land acknowledgements at assemblies • Drummers for ceremonies • Feed the Fire ceremonies 	
	RLN	ILE Committee will identify and lead activities as outlined in the ILE Handbook as appropriate to RLN	Activities included: <ul style="list-style-type: none"> • Land acknowledgements at assemblies • Drummers for ceremonies • Feed the Fire ceremonies • Friday Fires (weekly cultural activities with a Knowledge Keeper) • Moose-hide tanning 	
	ESJF	ILE Committee will identify and lead	Activities included:	

		<p>activities as outlined in the ILE Handbook as appropriate to ESJF.</p>	<ul style="list-style-type: none"> • Land acknowledgements at assemblies • Drummers for ceremonies • Feed the Fire ceremonies • Northern Studies practicum • Outdoor learning area 	
	<p>EWMS</p>	<p>ILE Committee will identify and lead activities as outlined in the ILE Handbook as appropriate to EWMS</p>	<p>Activities included:</p> <ul style="list-style-type: none"> • Land acknowledgements at assemblies • Drummers for ceremonies • Feed the Fire ceremonies • <i>Camp Akaitcho</i> • Grade 8 canoe trip • Outdoor experiential learning 	

H. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021.</p> <p>Indigenizing content for curricula and programming refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering content. <i>Dene Kede</i> provides educators with the direction required to develop long range plans, unit and lesson plans in culturally appropriate and relevant ways. The main approach to achieve this goal at YK1 will be through the ECE in-service of the NWT JK-12 Indigenous Languages and Education Handbook and the creation of Indigenous Language and Education (ILE) committee in each school. The ILE committees will work collaboratively to create school specific goals with the intention of Indigenizing the content in all subject areas.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	Schools are shifting to including outdoor learning opportunities that reflect Indigenous ways of learning – experiential, relational, spiral, and holistic		
Areas for Development for the region	Indigenizing literacy instruction for middle year grades with Dr. Sara Davidson		

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	EJHS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook Two staff attended an Indigenizing Education PD retreat	
	MHS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook Two staff attended an Indigenizing Education PD retreat	
	NJM	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two sessions with PD Indigenizing Education Handbook	
	RLN	PD and in-servicing will	Two PD sessions on	

		be coordinated at the district level The ILE committee will lead the planning for Indigenizing content of curriculum	Indigenizing Education Handbook Two staff attended an Indigenizing Education PD retreat	
	ESJF	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook Two staff attended an Indigenizing Education PD retreat	
	EWMS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum	Two PD sessions on Indigenizing Education Handbook Two staff attended an Indigenizing Education PD retreat	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	EJHS	100%	In progress	ILE Committee to compile data in 2021-2022
	MHS	100%	In progress	ILE Committee to compile data in 2021-2022
	NJM	100%	In progress	ILE Committee to compile data in 2021-2022
	RLN	100%	In progress	ILE Committee to compile data in 2021-2022
	ESJF	100%	In progress	ILE Committee to compile data in 2021-2022
	EWMS	100%	In progress	ILE Committee to compile data in 2021-2022
Type of classroom based activities that infuse Indigenous content into the	EJHS	Each teacher will refer to the Promising practices and	In progress	ILE Committee to compile the specific activities

<p>curriculum including Dene Kede / Inuuqatigiit and other resources as required.</p>		<p>Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Promoting Awareness of the History and Legacy of Residential Schools</p>		
	MHS	<p>Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Including Indigenous Language Instructors in School-Wide Planning</p>	In progress	<p>ILE Committee to compile the specific activities</p>
	NJM	<p>Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and</p>	In progress	<p>ILE Committee to compile the specific activities</p>

		Education Handbook in order to design lessons that infuse Indigenous content. For example, incorporating Resource People into the school culture		
	RLN	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Culturally Relevant Extracurricular Activities	In progress	ILE Committee to compile the specific activities
	ESJF	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content.	In progress	ILE Committee to compile the specific activities

		For example, Indigenizing Teaching Practices		
	EWMS	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Offering Key Cultural Experiences such as Heritage Fair	In progress	ILE Committee to compile the specific activities

I. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Restrictions due to the COVID-19 pandemic may impact and alter delivery of cultural experiences.</p> <p>The most effective cultural experiences are planned and delivered collaboratively with community members. Enriching the cultural learning experience by providing relevant and engaging activities serves to strengthen the relationship between students, educators, and community members. These experiences not only improve educational outcomes, they also increase a sense of belonging and overall wellbeing. Through participation in cultural experiences, educators learn new ways to Indigenize their practices and further develop a lived understanding of the community’s worldview. At YK1, every student participates in an Indigenous Cultural Experience camp organized by the district according to the themes outlined in <i>Dene Kede</i>. The majority of these camps take place at B. Dene Adventures in Dettah.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	Some camps were not held to due COVID-19 restrictions
Areas of Strength for the region	Every school built an outdoor learning centre with varying success in implementing learning opportunities within this setting		
Areas for Development for the region	Inclusion of Elders in outdoor learning experiences		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Due to COVID-19 restrictions, access to Elders was restricted		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Type and frequency of relevant and authentic key cultural experiences occurring on the land , by grade level, and % of Indigenous language included in experience.	EJHS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> • Berry Picking • Traditional Games • Dog-sledding
	MHS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> • Berry Picking • Traditional Games • Dog-sledding • Canoeing
	NJM	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> • Berry Picking • Traditional Games • Dog-sledding

		language and culture		
	RLN	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> • Berry Picking • Traditional Games • Dog-sledding • Canoeing
	ESJF	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> • Canoeing
	EWMS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture	Target achieved	Where opportunities for on-the-land experiences were possible (COVID-19): <ul style="list-style-type: none"> • Berry Picking • Traditional Games • Dog-sledding • Canoeing

<p>Type and frequency of relevant and authentic key cultural experiences occurring in the classroom setting or school by grade level and % of Indigenous language included in experience.</p>	EJHS	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> • Sewing • Beading • Cooking • Story-telling • Games • Language instruction 	
	MHS	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> • Sewing • Beading • Cooking • Story-telling • Games • Language instruction 	
	NJM	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> • Sewing • Beading • Cooking • Story-telling • Games • Language instruction 	
	RLN	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> • Sewing • Beading • Cooking • Story-telling • Games • Language instruction 	
	ESJF	Cultural experiences offered by the Dene Kede facilitator and Elders are	<p>Weekly experiences included:</p> <ul style="list-style-type: none"> • Sewing • Beading • Cooking 	

		available for all grade levels	<ul style="list-style-type: none"> • Story-telling • Games • Language instruction 	
	EWMS	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels	Weekly experiences included: <ul style="list-style-type: none"> • Sewing • Beading • Cooking • Story-telling • Games • Language instruction 	
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	EJHS	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	MHS	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	NJM	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	RLN	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
	ESJF	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions

	EWMS	100% of all on-the-land experiences include community members or Elders	Limited	Due to COVID-19 restrictions
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J. Strengthening Indigenous Language Instruction

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

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

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1’s approach to supporting the delivery of OLC includes:</p> <ul style="list-style-type: none"> • Strategic allocation of funds to promote Indigenous Language and Culture • Integration of the Dene <i>Kede</i> facilitator and Elder into the regular programming in schools • Inviting local Elders into special cultural events and into classrooms whenever possible • Planning student visits into our local Indigenous community • Offering formal <i>Wiiliideh</i> language classes at Mildred Hall School and Ecole Sir John Franklin High School.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
% of schools offering core language programming using OLC	30%	30%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100% of instructors receive PD and in-servicing.	100%	
Type of Indigenous language resources being developed to support OLC.	<ul style="list-style-type: none"> • On the land cultural language based activities • Technology (use of language Apps) • Legends in a traditional 	Target achieved	

	<ul style="list-style-type: none"> language • Use of games, music, puppets etc. 		
Number of staff receiving training and support for development of Indigenous language resources.	8	8	
Areas of Strength for the region	YK1 continues to create authentic learning opportunities and resources		
Areas for Development for the region	Limited Elders and resource persons to support language programming		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$60,701	\$198,761	Carry-over from 2019/20 events cancelled as a result of COVID-19	\$308 379.22	Cultural camps Outdoor learning spaces (wall tent platforms) Publishing a children's book with NWT author and local language speaker Storage shed for ILE equipment e.g. Canoes, outdoor gear, etc.	

L. Teaching and Learning Centres (TLCs)

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

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

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	Yk1 has allocated a full time position to work with the <i>Our Languages</i> Curriculum and develop resources for each specific grade taught. As there is a limited number of people who are fluent in their language and are certified instructors, this person also spends part of each day teaching the Language class at the high school.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	The resources are being created in accordance with the <i>Our Languages</i> Curriculum i.e. games, flash cards, translations, out door activities	Target achieved Published children’s book with NWT author and local language speaker	
Number of staff receiving training and support for development of Indigenous language resources.	There are four Indigenous Language Instructors at YK1. All four will have received training in the development of resources.	4	
Areas of Strength for the region	Work closely with the community and ECE to develop resources		
Areas for Development for the region	Involving staff in resource development with community support		
Additional Comments for the region			

Appendix B: Operating Plan - Operating Budget

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

Yellowknife Education District No.1 Statement of Operations - (Schedule 1) Annual Budget - Consolidated

	2020-2021 *Budget	2019-2020 *Budget	2019-2020 Projected Actual as of June 2020
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	29,687,184	29,055,450	29,219,831
French Language Contribution	457,000	422,000	484,850
Indigenous Language Contribution			0
SSI Contribution	123,000	123,000	123,000
Other Contribution			108,305
Total GNWT	30,267,184	29,600,450	29,935,986
Federal Government			
Property Tax Requisitioned	6,793,000	6,769,000	6,795,185
Other School Authorities:			
South Slave (French)	15,000	50,000	30,000
Detah/Ndilo Superintendent Fees	57,500	57,500	57,500
Detah Enrolment Transfer	135,000	60,000	101,000
Education Body Generated Funds	207,500	167,500	188,500
Rentals	380,000	380,000	383,440
School Fees			
Jordan Principal			1,599,477
Investment Income	160,000	160,000	223,352
Other	20,000	20,000	203,649
Total Generated Funds	560,000	560,000	2,409,918
Transfers			
Transfers from Capital Fund			
Total Transfers			
TOTAL REVENUES	37,827,684	37,096,950	39,329,589
EXPENSES			
Administration	1,605,000	1,536,770	1,560,044
School Programs	24,570,185	24,345,034	23,383,474
Inclusive Schooling	6,630,000	6,622,062	8,148,557
Indigenous Languages and Education	1,255,000	1,219,761	1,104,372
Operations & Maintenance	3,851,000	3,175,823	3,884,409
Accommodations (Nordic Arms)	216,500	197,500	803,824
Transfers to Capital (Pellet Boiler Reserve)			350,000
Debt Services			
Subtotal Expenses Before Amortization	38,127,685	37,096,950	39,234,680
SURPLUS (DEFICIT) Before Amortization	(300,001)	(0)	94,909
Amortization	915,000	914,776	914,776
ANNUAL OPERATING SURPLUS (DEFICIT)	(1,215,001)	(914,776)	(819,867)
Accumulated Surplus (Opening)	982,372	1,802,239	1,802,239
Accumulated Surplus (Closing)	(232,629)	887,463	982,372

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair

Superintendent

October 9, 2020

October 9, 2020

Date

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Yellowknife District No.1 Education Authority

(Yellowknife Education District No. 1)

Consolidated Financial Statements

June 30, 2021





Yellowknife District No. 1 Education Authority

(the "Authority")

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

June 30, 2021

Introduction

Yellowknife Education District No. 1 (YK1) Administration:

Ed Lippert, Superintendent of Education/CEO
Shirley Zouboules, Assistant Superintendent
Tram Do, Director of Corporate Services

Current Board Members:

Tina Drew, Chairperson
Satish Garikaparthi, Vice Chairperson

Trustees:

Jay Butler
Terry Brookes
Al McDonald
Rajiv Rawat
John Stephenson

Active Standing Committees include:

- Policy Committee
- Public Relations Committee
- Finance Committee
- Audit Committee

YK1 Strategic Directions

Taking direction from its mission statement, the Yellowknife Education District No. 1 Board of Trustees has set the following Strategic Directions for 2021:

Wellness: Cultivate a culture of holistic wellness

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

Learning: Ensure inclusive, equitable and authentic learning experiences

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

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

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

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

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

Operating Environment

YK1 operates six schools in the city of Yellowknife. The following lists key programming in our schools:

Mildred Hall School (JK-8)

- Mildred Hall School (MHS) is an English school which also offers Core French and Willîideh language courses
- The school offers many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as mountain biking roller blading; alternative options such as jiggling, lego and crochet clubs
- An "On the Land Mentorship" program was established where students are paired with Indigenous experts and Elders to learn important skills like snaring, tanning moose hide and setting nets
- MHS provides a breakfast and hot lunch program. The school also has a large garden where students grow vegetables that are used in the foods progra
- 'Peacemakers', a peer leadership group in the school, promotes education surrounding bullying and bullying prevention
- MHS is also home to the Birchbark Discovery Centre, a community-based, multi-aged alternative education program with room to expand in future years

N.J. Macpherson School (JK-5)

- N.J. Macpherson School (NJM) is a quiet JK-5 school with a strong numeracy and literacy focus, offering programming in English and Core French
- Special programs at NJM include Montessori, visual arts, music, drama, gymnastics and a strong recycling program.
- Several extracurricular sports and clubs are available during school hours
- After-school care is offered at the school through the YWCA and Montessori Society
- Indigenous Language and Culture is integrated into classroom sessions and students attend culture camps throughout the year
- NJM also has an active Parent Advisory Council (PAC)

École J.H. Sissons (JK-5)

- École J.H. Sissons (EJHS) offers French Immersion programming
- Special programs include choir, musical theatre, afterschool athletic program and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess and choir
- EJHS celebrates diversity through various events during the year
- Students and staff participate in a seven-day annual French language and culture camp - 'Camp de neige' - at the Yellowknife Ski Club

École William McDonald Middle School (6-8)

- École William McDonald Middle School (EWMS) offers programming for Grades 6 to 8 in both English and French Immersion
- Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8, and Core French - Grade 6 to 8
- EWMS offers exploratory programs such as industrial arts, home economics and outdoor education
- The school offers a sports academy program which includes hockey and futsal. A recently renovated fitness room has also allowed the school to expand its sports programming
- Special multi-day camps are available for Grade 8 students, including Camp Akaitcho and a canoe trip on Hidden Lake

Range Lake North School (JK-8)

- Intensive French is offered in Grade 6, Post-Intensive French is offered in Grades 7 and 8 and Core French is offered in Grades 6 to 8
- Indigenous Language and Culture is integrated into classroom sessions and students attend culture camps throughout the year
- Special programs at Range Lake North School (RLN) include music, band, fine arts, choir and drama
- RLN offers advanced technology and robotics programs in a Makerspace environment
- An athletic excellence program is offered encompassing many extracurricular sports such as snowboarding, hiking and nature walks
- RLN has an active and involved PAC which organizes their largest fundraiser, "Family Fun Night", in the spring. Proceeds support RLN student activities

École Sir John Franklin High School (9-12)

- École Sir John Franklin High School (ESJF) offers programming from Grades 9 to 12 in both English and French Immersion
- Core French and Post-Intensive French are offered from Grades 9 to 12
- ESJF has a dynamic fine arts program which includes music, band, choir, drama and visual arts
- The school offers an extensive trades curriculum and work experience program which includes industrial arts, automotive and esthetics
- ESJF offers Indigenous culture programming and camps including Willideh language instruction
- The school has a successful sports academy and several extracurricular sports and clubs are offered
- ESJF has an at-risk student program which provides support and resources for students struggling in school, socially or at home
- The school offers many opportunities for students to travel abroad for volunteering, scuba club trips and a French Immersion trip
- Night classes are also available

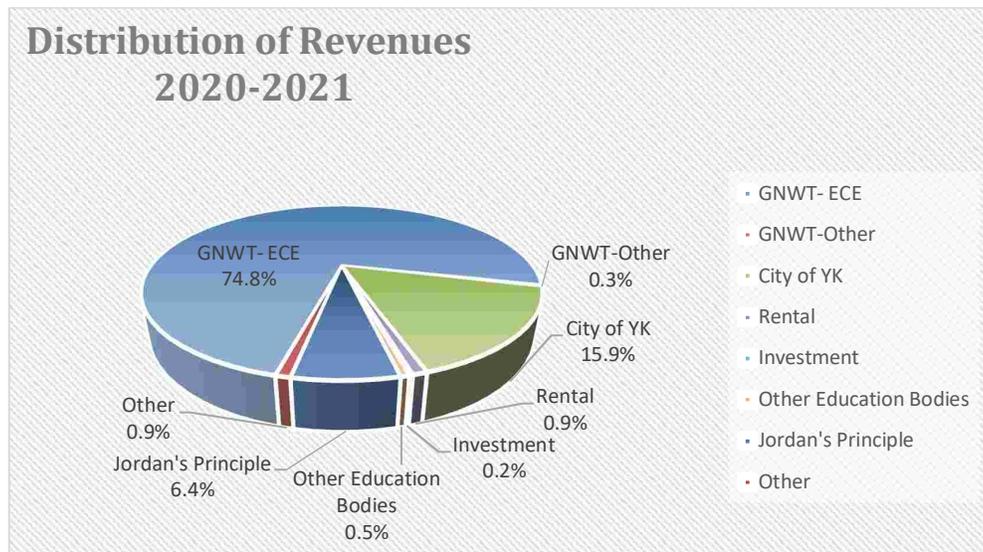
Route 51 Learning:

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

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

Financial Condition

Revenues



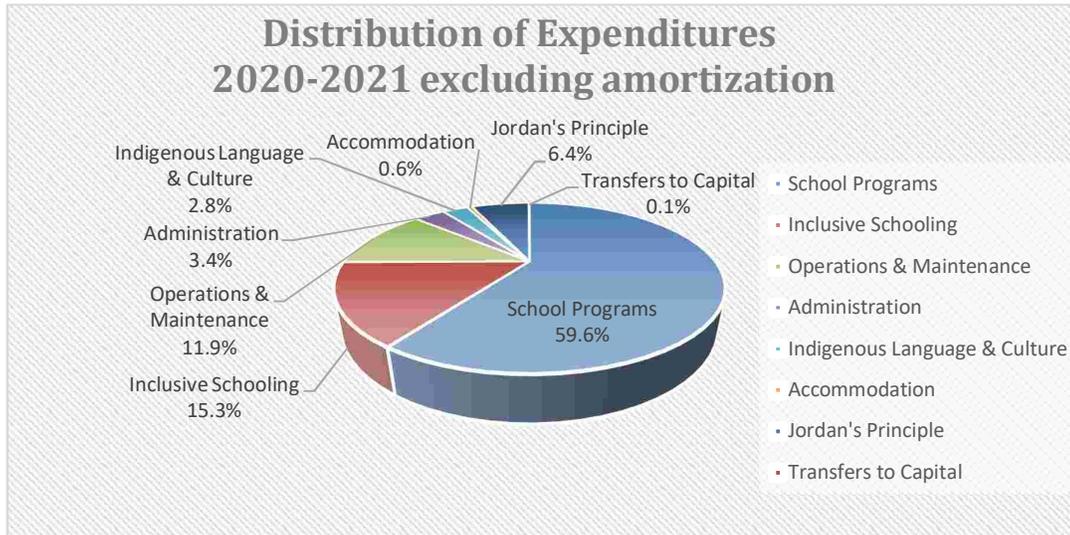
Revenues

GNWT- ECE	32,078,890
GNWT-Other	128,781
City of YK (Property Taxation)	6,831,265
Rental	386,761
Investment	89,346
Other Education Bodies	227,633
Jordan's Principle	2,748,721
Other	392,062
Total Revenues	<u>42,883,459</u>

Funding from the Department of Education, Culture and Employment (ECE) makes up 74.8% of YK1's revenues. Property taxation revenue is 15.9%, Jordan's Principle is 6.4% and the remainder is generated from investment income, Nordic Arms

apartment rentals, superintendent services, Other Revenue, which includes School Generated Funds, various contributions for Schools, and parking lot rentals.

Expenses



Expenses (excluding amortization)

School Programs	25,497,006
Inclusive Schooling	6,544,866
Operations & Maintenance	5,078,456
Administration	1,455,224
Indigenous Language & Culture	1,212,545
Accommodation(Nordic Arms)	236,651
Jordan's Principle	2,748,721
Transfers to Capital	42,500
Total Expenses	<u>42,815,969</u>

Expenditure allocations is based on the Department of Education, Culture and Employment's funding formula. 84.1% of expenditures consist of school programs (59.6%), Inclusive Schooling (15.3%), and Indigenous Language and Culture (2.8%) which directly related to schools. Jordan's Principle expenditures is also directly related to schools and is (6.4%) of the total expenditure allocation and is federally funded.

Unrestricted Surpluses

The accumulated operating surplus is the overall operations of the district, the decentralized surplus is school based expenditures, and capital surplus is for major capital expenditures, Pellet Boiler reserve is 25% of the project costs as per the condition of the Green House Gas Reduction Grant for the installation of new pellet boilers for Range Lake North School and Mildred Hall School to be completed by March 2022. The GHG grant received will pay for the remainder 75% of the project costs estimated to be \$1,150,000.

Surplus	2020/2021	2019/2020	Change
Operating	554,052	385,842	+168,210
Capital	904,165	904,165	0
Pellet Boiler	364,375	350,000	+14,375
Decentralized(Schools)	376,801	348,497	+28,304
Total Accumulated Surplus	2,199,393	1,988,504	+210,889
Unfunded by ECE :			
Leave and Termination Benefits	1,878,079	1,611,927	+266,152
	4,077,472	3,600,431	+477,041

The accumulated operating surplus increased by \$168,210 and the decentralized surplus increased by \$28,304, the Pellet Boiler Reserve increased by \$14,375, the total change is an overall increase of \$210,889. The overall unrestricted surplus is 5.2% (\$2,199,393/\$42,089,000) of total 2021/2022 budgeted expenditures excluding amortization. However, the Pellet Boiler reserve, and the decentralized surplus are internally restricted. For the Authority's purposes, the overall unrestricted surplus excludes those two surpluses, and is 3.5% (\$1,458,217/\$42,089,000) of the overall budgeted expenditures.

The accumulated unrestricted surplus has enabled YK1 to maintain quality programming for students and plan for the reduction of Green House Gas emissions with the pellet boiler project for Range lake North School and Mildred Hall School. The pellet boilers will be ready for the 2021 fall/winter heating season.

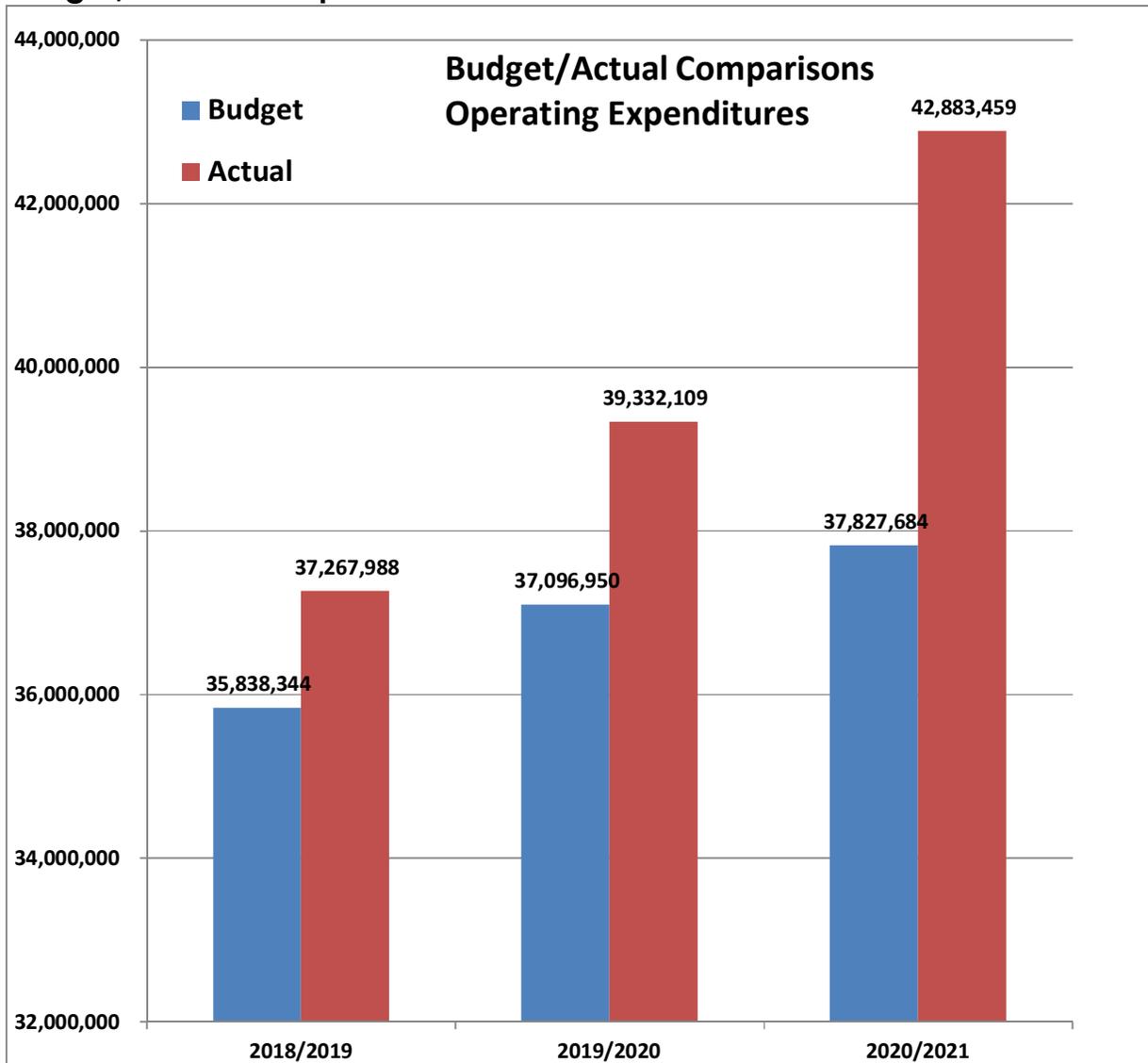
Restricted Reserves

The Department of Education, Culture and Employment has agreed to allow YK1 to maintain the unspent utility funding to be used for conversion of current lighting to LED lighting in the schools and minor capital expenditures. LED lights can save 30% or more on energy costs. ECE has agreed to allow YK1 to keep all utilities savings to be reinvested into minor capital projects or LED lighting upgrades. For the 2020/2021 school year, the Department of Infrastructure did not invoice YK1 for the cost of piped Pellet Boiler heat from Ecole Allain St. Cyr. This resulted in additional utility savings which added to the LED reserve \$288,576. Ryfan Electric is replacing the LED lights for William McDonald School over the summer and DT Electric is replacing the LED lights for Sir John Franklin High School. Payment for lighting materials to Ryfan and DT Electric is \$357,599. Both projects expected to be completed by August 2021.

YK1 has completed the LED light conversion for all outdoor lights, emergency exit lights, and gymnasium lights at schools and buildings. YK1 is planning to continue with LED lights conversion for EWMS, MHS, NJM, RLN & SJF.

LED Restricted	2020/2021	2019/2020	Change
Beginning Balance	353,579	255,651	97,928
Utility Savings	+288,576	+97,928	+190,648
Utility Shortfall/ LED Projects	-357,599		-357,599
Total LED Reserve	284,556	353,579	-69,023

Budget/Actual Comparisons



YK1 revenues are higher than budget by \$5,055,775 due to:

- ECE regular contributions revenues higher by \$754,874 due to Funding for the UNW retroactive funding based for NWTA staff wages 538,593, and carry-over funding from previous year for Indigenous Language and Culture Progra \$93,522.
- ECE other contributions revenues higher by \$969,232 due to COVID-19 funding used from ECE \$819,732, and Dept. of Finance \$57,500. Also, \$250,000 in funding for JHS accommodations plan and WMS Parking/drop off.

- GNWT Other Contributions revenue is from Department of Municipal and Community Affairs (MACA) for Active After School \$76,500, Department of Health and Social Services for Drop the Pop Campaign \$25,228 in schools, and Department of Environment and Natural Resources for taking a kid trapping and other programs \$27,053.
- Portfolio Investment income lower from previous years' due to interest rate decreases.
- Jordan's Principle Revenue from the Federal Government is a total of \$3,481,395. Schools spent \$2,748,722, the remainder of \$732,672 is carried over to school year 2021/2022. This is mainly due to some unstaffed positions throughout the year.

○ Carry-over from 2020	\$614,451
○ Approval in 2020/2021	<u>2,866,943</u>
○ Total Available	3,481,395
○ Expenditures 2020/2021	<u>-2,748,722</u>
○ Carry-over 2020/2021	\$732,672

- Other income also consists of the following:

○ School Generated Revenue	\$258,474
○ Green House Gas Reduction Grant	31,875
○ Environment Education Progra	7,200
○ Tides Canada Make Way	15,000
○ Yellowknife Community Foundation	3,745
○ United Way of YK	5,000
○ Diavik Diamond Mines	10,000
○ Royal Canadian Legion	2,000
○ Breakfast club of Canada	12,865
○ Food Banks Canada	14,221
○ Food First Foundation	31,250
○ Elite Commercial Flooring	1,500
○ Canadian Tire	5,000
○ Parking stall rental	23,715
○ Book Sales (ILC)	1,341
○ NWT Financial Services	<u>750</u>
Total	<u>\$423,936</u>

YK1 expenses variance highlights are:

- School Programs has a negative variance of \$675,054 due to unbudgeted salary increase of 2.5%. This is due to the fact that GNWT did not settle the contract with NWTTA until after the budget was approved.
- Inclusive Schooling costs are lower than budget due to lower professional development costs.

- Indigenous Language and Culture expenses lower than budget due to unstaffed positions and limited Elders in Schools expenditure due to COVID-19 restrictions.
- Operations and Maintenance costs are higher by \$1,227,456 due to:
 - Insurance costs higher than budget by \$899,295 due to increase in insurance premiums;
 - William McDonald School additional drop-off to accommodate JHS students during new school rebuild \$187,453;
 - JHS accommodations expenses \$72,573;
- Capital purchases for the year include a project costs for the installation of pellet boilers for Range Lake North and Mildred Hall School \$42,500. This is the initial costs for professional services, total project costs is estimated at \$1,500,000. Project is expected to be complete by June 2022.

Yellowknife Education District No.	Enrolment		Teachers/	Early	Pupil/Teacher ratio	
	K-12	JK	Admin/ PST	Childhood	K-12	JK
September 30, 2020	Sep-20	Sep-20	K-12	Instructors	K-12	JK
School:						
Mildred Hall School	246.00	17.00	19.50	2.00	12.62	8.50
JH Sissons	254.00	37.00	19.00	4.00	13.37	9.25
William McDonald School	246.00	-	17.75	-	13.86	
NJ Macpherson School	340.00	44.00	22.00	4.00	15.45	11.00
Range Lake North School	259.00	26.00	20.25	3.00	12.79	8.67
Sir John Franklin High School	653.75	-	36.50	-	17.91	
Total District	1,998.8	124.0	135.00	13.00	14.81	9.54

Overall enrolment for September 2020 is 2122.75, a decrease of 19.75 full time equivalent (FTE) students from September 2019.

Summary and Outlook

In 2020/2021, YK1 faced a number of challenges and made important decisions related to the New School rebuild Project. YK1 is part of the Steering Committee for the project, which also has representation from the Department of Education, Culture, and Employment and the Department of Infrastructure. The students from the previous JH Sissons Schools are accommodated at William McDonald School, while the new school is being built. The project is expected to be on schedule with completion in August 2022.

Schools were faced with opening with COVID-19 health and safety restrictions. Funding was received to help with the purchase of materials and supplies for COVID-19 and additional Teachers and Custodians.

Working with The Department of Education and the Department of Infrastructure to install new pellet boilers at Mildred Hall School and Range Lake North School.

The completion of the replacement of William McDonald School roof.

New five year joint bussing contract with First Transit Canada and Yellowknife Catholic Schools, and Commission scolaire francophone Territoires du Nord-Ouest.

Alberta School Boards Insurance Exchange ASBIE has been dissolved as of June 1, 2020. YK1 and YCS purchased insurance from Lloyd Sadd Insurance Broker for the school year. Insurance premiums have increased more than 200% due to changing insurance markets and is not sustainable. Yellowknife Education District No.1 and Yellowknife Catholic Schools are working with the Department of Education, Culture and Employment to look explore viable options for insurance for the 2021/2022 school year.

Despite these challenges, the Board looks back proudly at their achievements and successes over the past year:

- All YK1 schools continued to offer food programs, which included breakfast, lunch and snacks for students who need that support.
- When schools shut down due to COVID-19 in May and after schools shut down, YK1 principals were giving out grocery gift cards to families of students that would normally partake in the breakfast and lunch programs provided by schools.
- The New School Project Coordinator position is in place to work with Department of Education, Department of Infrastructure, and Yellowknife Education District No.1. Laurel Kostuk started in the job in March 2021. She is currently working on coordinating the furniture order for the new school.
- The Board and Senior Administration developed new Strategic Priorities for roll-out in the 2021/2022 School Year.

Outlook for 2021-2022

- Yellowknife Education District No.1 welcomes a new Superintendent, Cindi Vaselenak for the start of the school year, we wish retiring Superintendent Ed Lippert all the best.
- Continuing to navigate the COVID-19 pandemic and adhering to public health recommendations issued by the Office of the Chief Public Health Officer. District Office and school staff must plan diligently so that staff and students can return to schools safely in the fall. Re-entry plans have already been submitted for approval. Important factors to consider include additional physical distancing guidelines, engineering recommendations, administrative recommendations, infection prevention and control and the provision of personal protective equipment. This could result in added pressures for staff and students, whose safety must always remain our top priority. YK1 will also incur more expenses to provide these safety measures, which could also prove challenging for our school district. Other considerations include protocols for staff and students who become ill, self-isolation requirements, reporting and assessing and supporting vulnerable families among many others.
- Accommodating EJHS students at EWMS, which has become a JK-7 school while YK1's new school is built (anticipated build 2020-2022).
- Planning and preparing for a Trustee election in the fall of 2021, which would be out of sync with the next municipal election for one year. The GNWT is changing the Education Act to align School Board elections with Municipal elections to save on costs for on enumeration, promotion and coordination costs. Next election with the City of Yellowknife is October 2022.
- GNWT, Yellowknife Education District No.1 and YCS to work on insurance options to reduce the cost of insurance premiums.
- Completion of the Pellet Boiler projects for Mildred Hall School and Range Lake North School.



Yellowknife District No. 1 Education Authority

(the "Authority")

Management Responsibility for Financial Reporting

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

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

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

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

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

Cindi Vaselenak
Superintendent of Education / CEO
Yellowknife District No. 1 Education Authority

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

Independent Auditors' Report

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

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2021, consolidated statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2021, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

Other Information

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

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

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

Independent Auditors' Report (Continued)

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

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

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

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

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

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

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

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

Independent Auditors' Report (Continued)

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

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

Report on Compliance with Specified Authorities

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

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

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

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

Crowe MacKay LLP

**Yellowknife, Northwest Territories
September 14, 2021**

Chartered Professional Accountants



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Financial Position

Statement 1

As at June 30,	2021	2020
	\$	\$
FINANCIAL ASSETS		
Cash (Note 4)	10,790,437	8,639,094
Portfolio Investments (Note 7)	-	2,126,244
Accounts Receivable (Note 8)	529,253	77,368
Due from Government of Canada (Note 13)	130,680	593,158
Deposit in Trust (Note 33)	1,457,500	-
	12,907,870	11,435,864
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	1,071,113	1,327,410
Payroll Liabilities (Note 10)	4,693,950	4,574,092
Vacation Payable (Note 10)	247,169	284,711
Deferred Revenue (Note 11)	2,268,421	711,444
Post-employment benefits and compensated absences (Note 17)	1,878,079	1,611,927
Environmental Liabilities (Note 34)	935,901	935,901
	11,094,633	9,445,485
NET FINANCIAL ASSETS	1,813,237	1,990,379
NON-FINANCIAL ASSETS		
Tangible Capital Assets (Note 18)	10,243,484	11,145,713
Prepaid Expenses (Note 19)	670,711	351,704
	10,914,195	11,497,417
ACCUMULATED SURPLUS (Note 35)	12,727,432	13,487,796
Represented by:		
Operating Fund	554,051	385,842
Investment in Tangible Capital Assets	10,243,484	11,145,713
Decentralized Surplus	376,801	348,497
Pellet Boiler Reserve	364,375	350,000
Capital Fund Reserve	904,165	904,165
LED Reserve	284,556	353,579
	12,727,432	13,487,796

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

Approved on behalf of the board:

Trustee 

 Rajiv Rawat

Trustee 

 Terry Brookes



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Operations

Statement 2

For the year ended June 30,	2021 Budget \$	2021 Actual \$	2020 Actual \$
REVENUES			
Government of the Northwest Territories			
Regular contributions	29,516,184	30,271,058	29,219,831
Other contributions	294,000	1,263,232	123,000
French Language revenues	472,000	544,600	484,850
Total ECE (Note 30)	30,282,184	32,078,890	29,827,681
GNWT other contributions (Note 31)	-	128,781	109,305
Government of Canada - Jordan's Principle	-	2,748,721	1,723,483
Other education bodies	212,500	227,633	190,020
Property tax requisitioned	6,793,000	6,831,265	6,795,185
Education authority generated funds			
Rental income	380,000	386,761	383,440
Portfolio investment income	160,000	89,346	223,352
Other	-	392,062	703,600
	540,000	868,169	1,310,392
Total revenues	37,827,684	42,883,459	39,956,066
EXPENSES			
School programs	24,570,185	25,245,239	23,189,831
Inclusive schooling	6,630,000	6,544,866	6,550,115
Staff accommodations	216,500	236,651	947,014
Operations and maintenance	3,851,000	5,078,456	3,885,122
Administration	1,605,000	1,455,224	1,560,199
Indigenous language/cultural programs	1,254,999	1,212,545	1,104,372
Jordan's Principle	-	2,748,721	1,723,483
Amortization	915,000	944,729	944,729
School generated funds - expenses (Note 37)	-	251,767	623,957
Total operating expenses	39,042,684	43,718,198	40,528,822
Operating deficit before other items	(1,215,000)	(834,739)	(572,756)
Other items			
Grant in-kind - GNWT assets provided at no cost (Note 20)	-	177,419	99,712
Rent expense - GNWT assets provided at no cost (Note 20)	-	(177,419)	(99,712)
Federal capital contributions	-	31,875	-
Transfer to tangible capital assets	-	42,500	218,090
Operating deficit	(1,215,000)	(760,364)	(354,666)
Opening accumulated surplus	13,487,796	13,487,796	13,842,462
Closing accumulated surplus	12,272,796	12,727,432	13,487,796



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Changes in Net Financial Assets

Statement 3

For the ended June 30,	2021 Budget \$	2021 Actual \$	2020 Actual \$
Operating deficit	(1,215,000)	(760,364)	(354,666)
Acquisition of tangible capital assets	-	(42,500)	(218,090)
Amortization of tangible capital assets	915,000	944,729	944,729
	(300,000)	141,865	371,973
Consumption of supplies inventories	-	-	58,766
Purchase of prepaid expenses	-	(670,711)	(351,704)
Use of prepaid expenses	-	351,704	124,333
	-	(319,007)	(168,605)
Increase (decrease) in net financial assets	(300,000)	(177,142)	203,368
Net financial asset at beginning of year	1,990,379	1,990,379	1,787,011
Net financial asset at end of year	1,690,379	1,813,237	1,990,379



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Cash Flows

Statement 4

For the year ended June 30,	2021 \$	2020 \$
OPERATING TRANSACTIONS		
Operating deficit	(760,364)	(354,666)
Item not affecting cash:		
Amortization	944,729	944,729
Changes in non-cash assets and liabilities		
Decrease (increase) in due from Government of Canada	(37,868)	198,845
Decrease (increase) in accounts receivable	48,461	(490,831)
Increase (decrease) in accounts payable	(256,298)	165,681
Increase (decrease) in payroll liabilities	119,858	(560,056)
Increase in environmental liabilities	-	824,963
Increase (decrease) in leave and termination benefits	266,152	(108,951)
Increase (decrease) in vacation payable	(37,542)	80,617
Increase in deferred revenue	1,556,978	261,430
Increase in prepaid expenses	(319,007)	(227,372)
Decrease in inventories	-	58,766
CASH PROVIDED BY OPERATING TRANSACTIONS	1,525,099	793,155
INVESTING TRANSACTION		
Disposition of portfolio investments	2,126,244	2,000,671
CASH PROVIDED BY INVESTING TRANSACTION	2,126,244	2,000,671
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	(42,500)	(218,090)
Payment of deposit in trust for pellet boilers	(1,457,500)	-
CASH USED FOR CAPITAL TRANSACTIONS	(1,500,000)	(218,090)
INCREASE IN CASH	2,151,343	2,575,736
CASH AT BEGINNING OF YEAR	8,639,094	6,063,358
CASH AT END OF YEAR	10,790,437	8,639,094



Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Expenses

Statement 5

For the year ended June 30,	School Programs	Inclusive Schooling	Staff Accommodation	Operations and Maintenance	Administration	Indigenous Languages	Jordan's Principle	Transfer and Other	Total 2021	Budget 2021	Total 2020
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
SALARIES											
Honoraria	-	-	-	-	74,137	26,990	-	-	101,127	168,775	158,799
Instructional assistants	1,205,419	1,945,517	-	-	-	179,048	1,570,224	-	4,900,208	3,728,389	4,147,786
Non-instructional staff	2,286,176	-	15,533	536,211	901,159	-	249,884	-	3,988,963	3,829,250	3,691,251
Teachers	15,022,740	3,159,233	-	-	-	547,776	419,532	-	19,149,281	18,088,553	18,052,799
	18,514,335	5,104,750	15,533	536,211	975,296	753,814	2,239,640	-	28,139,579	25,814,967	26,050,635
EMPLOYEE BENEFITS											
Employee benefits/allowances	3,430,404	994,279	-	97,495	198,691	144,091	407,134	-	5,272,094	5,142,304	4,797,560
Leave and termination benefits	214,138	81,239	-	6,668	(57,292)	8,001	-	-	252,754	-	(95,553)
	3,644,542	1,075,518	-	104,163	141,399	152,092	407,134	-	5,524,848	5,142,304	4,702,007
SERVICES PURCHASED											
Advertising and printing	20,886	-	-	-	17,492	-	-	-	38,378	45,480	18,951
Communication	97,339	2,183	-	8,223	49,132	-	-	-	156,877	102,600	130,007
Contracted services	396,431	59,324	-	1,690,020	1,049	172,398	84,754	-	2,403,976	1,332,923	1,491,976
Maintenance and repairs	85,165	50,323	102,262	890,917	26,497	-	-	-	1,155,164	640,354	1,667,323
Other	136,922	-	-	260,027	192,705	-	-	-	589,654	306,500	278,699
Professional and technical	434,286	54,597	201	378	9,138	18,427	-	-	517,027	595,229	543,936
Rentals and leases	148,719	-	-	-	3,413	-	-	-	152,132	169,200	82,878
Student transportation	394,920	17,643	-	-	-	8,102	480	-	421,145	490,000	411,362
Travel	117,874	-	-	-	-	1,135	-	-	119,009	125,000	223,603
Utilities											
Heating	-	-	43,458	523,478	-	-	-	-	566,936	847,571	742,530
Electricity	-	-	39,446	854,150	-	-	-	-	893,596	987,000	956,408
Water/Sewage	-	-	32,818	173,403	-	-	-	-	206,221	185,000	220,380
	1,832,542	184,070	218,185	4,400,596	299,426	200,062	85,234	-	7,220,115	5,826,857	6,768,053
MATERIALS											
Awards and student events	3,283	-	-	-	8,347	-	-	-	11,630	76,000	11,715
Freight	5,046	-	-	609	929	-	-	-	6,584	23,155	6,405
Materials and supplies	1,245,491	180,528	2,933	36,877	29,827	106,577	16,713	251,767	1,870,713	1,244,401	2,045,278
	1,253,820	180,528	2,933	37,486	39,103	106,577	16,713	251,767	1,888,927	1,343,556	2,063,398
AMORTIZATION											
	-	-	-	-	-	-	-	944,729	944,729	915,000	944,729
Total operating expenses	25,245,239	6,544,866	236,651	5,078,456	1,455,224	1,212,545	2,748,721	1,196,496	43,718,198	39,042,684	40,528,822



Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Inclusive Schooling Expenses

Statement 6

For the year ended June 30,	General Inclusive Schooling \$	Staff Development (SSI) \$	Assistive Technology \$	Magnet Facilities \$	Total 2021 \$
SALARIES					
Regional coordinator	154,383	-	-	-	154,383
Program support teachers/counsellors	2,486,093	8,232	-	510,525	3,004,850
Support assistants	1,945,517	-	-	-	1,945,517
	4,585,993	8,232	-	510,525	5,104,750
EMPLOYEE BENEFITS	984,417	-	-	91,101	1,075,518
SERVICES PURCHASED					
Professional and technical	54,597	-	-	-	54,597
Student transportation	17,643	-	-	-	17,643
Advertising and printing	2,183	-	-	-	2,183
Maintenance and repairs	50,323	-	-	-	50,323
Other contracted services	12,888	46,436	-	-	59,324
	137,634	46,436	-	-	184,070
MATERIALS					
Materials and supplies	3,638	68,333	85,993	22,564	180,528
Total operating expenses	5,711,682	123,001	85,993	624,190	6,544,866



Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Indigenous Language and Culture-Based Education Expenses

Statement 7

For the year ended June 30,	Indigenous	Our Languages Curriculum	Community	Total
	Education	Resource Development	Support	2021
	\$	\$	\$	\$
SALARIES				
Regional ILE coordinators	129,484	-	-	129,484
Indigenous language instruction	183,139	19,281	-	202,420
ILE substitutes	5,027	-	-	5,027
Cultural resource staff	275,592	55,336	58,964	389,892
Elders in schools	26,990	-	-	26,990
	620,232	74,617	58,964	753,813
EMPLOYEE BENEFITS	123,647	17,141	11,304	152,092
SERVICES PURCHASED				
Professional/technical services	18,427	-	-	18,427
Travel	1,135	-	-	1,135
Student transportation (busing)	-	-	8,102	8,102
Other contracted services	-	-	172,398	172,398
	19,562		180,500	200,062
MATERIAL				
Materials	33,756	9,067	63,755	106,578
TOTAL	797,197	100,825	314,523	1,212,545



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 8

French Language Program

BILATERAL AGREEMENT FUNDING

For the year ended June 30, 2021

	Contribution from the Department \$	Commitment from the Authority \$	Expenses \$	Over (under) funding \$
Teacher assistants (Staff)	35,000	35,000	88,242	(18,242)
French immersion pedagogy specialist	70,000	55,000	110,820	14,180
Intensive & PIF French coach (staff)	105,000	442,000	701,812	(154,812)
Intensive PIF (elective courses at SJF)	3,000	1,000	-	4,000
Special Projects				
French camps	27,000	3,000	33,446	(3,446)
Assessment, intensive & PIF	30,000	5,000	40,482	(5,482)
French resources	35,000	5,000	50,821	(10,821)
Cultural activities	7,000	2,000	8,669	331
Professional development	30,000	6,000	22,062	13,938
Consultant	80,000	140,000	181,710	38,290
Teacher retention and recruitment	82,760	25,364	56,028	52,096
Total	504,760	719,364	1,294,092	(69,968)



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 9

Student Success Initiative Projects

For the year ended June 30,

2021

\$

Revenues

Government of the Northwest Territories

123,000

Carry Forward from 2019-2020

8,678

Total revenues

131,678

Expenses

Salaries/Wages

Substitute teacher wages

8,232

Other Expenses

Materials and supplies

46,435

Total expenses

54,667

Surplus

77,011



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 10

Jordan's Principle

	June 30, 2021 Budget	June 30, 2021 Actual	June 30, 2020 Actual	July 1, 2020 - March 31, 2021 Actual	April 1, 2021 - June 30, 2021 Actual
Revenue					
Government of Canada					
- First Nations and Inuit Health Branch	2,866,944	2,866,943	1,923,961	2,088,871	778,072
Carry Forward from Previous Year	614,452	614,452	413,974	614,452	-
Total Revenue	3,481,396	3,481,395	2,337,935	2,703,323	778,072
Expenses					
Administration	321,279	249,884		143,549	106,335
Personnel	2,986,492	2,396,890	1,653,614	1,364,199	1,032,692
Transportation		-			
Materials and Supplies	131,204	72,548	61,030	46,288	26,260
Rent and Utilities		-			
Evaluation	42,420	29,400	8,840	25,000	4,400
Other		-			
Total Expenses	3,481,396	2,748,722	1,723,484	1,579,035	1,169,687
Net Surplus/(Deficit)	-	732,672	614,452	-	732,672
Deferred Revenue	-	732,672	614,452	-	732,672



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 11

Statement of Utilities Expenses
For the Year Ended June 30, 2021

School Year	2020-2021	2019-2020	2018-2019	Total Expense	Avg Expense
	Expense	Expense	Expense		
Fuel Oil	\$ 388,209	\$ 579,220	\$ 635,999	\$ 1,603,427	\$ 534,476
Electricity	\$ 893,595	\$ 956,408	\$ 1,019,158	\$ 2,869,161	\$ 956,387
Pellets	\$ 178,727	\$ 163,310	\$ 192,471	\$ 534,508	\$ 178,169
Water	\$ 161,059	\$ 165,838	\$ 160,656	\$ 487,552	\$ 162,517
Garbage	\$ 45,163	\$ 54,542	\$ 47,606	\$ 147,311	\$ 49,104
Other (Specify)	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expense	\$ 1,666,752	\$ 1,919,318	\$ 2,055,889	\$ 5,641,959	\$ 1,880,653



June 30, 2021

1. Nature of the Organization

The Yellowknife District No. 1 Education Authority (the "Authority"), was established by the *Education Act* of the Government of the Northwest Territories ("GNWT"). Its purpose is to administer and maintain the standards of education programs defined under the *Education Act* in the City of Yellowknife.

The Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees ("the Board") has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Authority includes all aspects of operation and management relating to Public Education within the boundaries of the City of Yellowknife. The Board is the lowest (and sole) level of government exercising oversight responsibility. The financial statements of the Authority are not included in the financial statements of the City of Yellowknife as the Authority trustees are a separate governing body that is not under the control of the City of Yellowknife. The City of Yellowknife, however, does collect and remit property taxes requisitioned by the Board.

2. Significant Accounting Policies

a) Basis of Accounting

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

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



June 30, 2021

2. Significant Accounting Policies (Continued)

b) Reporting Entity

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Authority and which are controlled by the Authority.

School generated funds, which include the assets, liabilities, revenues, and expenses of various schools and which are controlled by the Authority are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

c) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.



June 30, 2021

2. Significant Accounting Policies (Continued)

d) Financial Instruments

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

Financial assets measured at amortized cost include cash, portfolio investments, accounts receivable, due from Government of Canada, and deposit in trust.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, and vacation payable.

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

e) Non-financial Assets

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



June 30, 2021

2. Significant Accounting Policies (Continued)

f) Tangible Capital Assets

Tangible capital assets with a cost lower than a threshold value of \$50,000 will be expensed in the year of acquisition or amortized at a rate of 100%. Assets with an acquisition value more than \$50,000 are capitalized and amortized using the straight-line method.

Asset Category	Amortization Period:
Land and improvements	Indefinite
School and Other Buildings	40 years
Equipment and furnishings	4 - 10 years

All capital facilities planning and construction undertaken by the Authority, excluding the Administration Building and Nordic Arms, are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year end, are recorded as deferred revenue.

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

The statement of operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue.



June 30, 2021

2. Significant Accounting Policies (Continued)

g) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular Contributions:

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



June 30, 2021

2. Significant Accounting Policies (Continued)

Local Tax Revenue:

The *Education Act of the Northwest Territories*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenues, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. This requisitioned amount is one portion of the property tax paid annually by property owners. The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the Authority and is responsible for the collection of taxes.

Other Contributions:

The Authority follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenues when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenues in the year in which the related expenses are incurred.

Revenue from rentals is earned as the facilities are used. Other revenues are recorded as the service is provided and receipt is reasonably assured.

Deferred Revenue:

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

Investment Income:

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



June 30, 2021

2. Significant Accounting Policies (Continued)

School Generated Funds

School generated funds are generated at the school level from fundraising, and used in a number of different ways to enhance the development of educational activities and to support school initiatives. The school generated funds are internally restricted as to purpose, and may include the proceeds of fundraising, contributions or fees paid to a specific planned benefit. Examples might include student trips or funds specifically designated for the purchase of equipment or materials required to support an activity. The balances of school generated funds are included in the audited consolidated financial statements.

A summary of school generated funds administered by the Authority is disclosed in Note 38.

h) Budget Data

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

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

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

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

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

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



June 30, 2021

2. Significant Accounting Policies (Continued)

i) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the amounts of revenues and expenses during the period. Actual results could differ from these estimates.

j) Inventories Including Materials and Supplies

Supplies inventory held for consumption or use are recorded at the lower of historical cost and replacement cost.

k) Payroll Liabilities

Payroll costs for teachers are accrued for July and August.

l) Post-employment benefits, compensated absences and termination benefits

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

m) Expenses

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



June 30, 2021

2. Significant Accounting Policies (Continued)

n) Foreign Currency Translation

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

o) Fund Accounting

The Authority uses fund accounting to separate transactions between its Operating fund surplus, Investment in tangible capital assets, decentralized surplus, capital fund reserve, the LED reserve, and the Pellet Boiler reserve.

Operating Fund Surplus

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

Investment in Tangible Capital Assets

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

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



June 30, 2021

2. Significant Accounting Policies (Continued)

Capital Fund Reserve

The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the district assets.

LED Reserve

The LED Lights Reserve represents the unspent portion of the ECE's utility funding since the 2014/2015 school year as a result of lower fuel costs. The reserve funds will be used for the Authority to convert current lights to LED lights which are expected to result in a decrease of at least 30% in electricity costs.

Decentralized Surplus

The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school.

Pellet Boiler Reserve

The Pellet Boiler Reserve is the 25% (\$375,000 original, balance of \$364,375 remaining) of the estimated cost of the installation of pellet boilers for Mildred Hall School and Range Lake North School.

p) Inter-entity transactions

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

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



June 30, 2021

2. Significant Accounting Policies (Continued)

q) Related parties

The Authority initially measures related party balances in accordance with the substance of the transactions that gave rise to them. The Authority subsequently measures related party balances in accordance with the Authority's policies for financial instruments, as set out in note (d). The Authority is related in terms of common control to all Government of the Northwest Territories departments, board and agencies.

The Authority enters into transactions with these entities in the normal course of business and are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

3. Future Accounting Changes and Adoption of New Accounting Standards

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

Effective July 1, 2022, Education bodies will concurrently be required to adopt PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, PS 3041 Portfolio Investments in the same fiscal period. There are no significant impacts on the consolidated financial statements as a result of these standards.

4. Cash

	2021	2020
	\$	\$
Cash	10,790,437	8,639,094

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

5. Special Purpose Funds

The Authority does not have special purpose funds.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2021

6. Restricted Assets

The Authority does not have restricted assets.

7. Portfolio Investments

	2021	2020
	\$	\$
CIBC Wood Gundy Investment 1		
Balance at June 30	-	2,126,244
Dollar Value of Interest earned	-	126,244
Cost of Investment	-	2,000,000
Market Value	-	2,126,244
Balance at March 31	-	2,111,394
Date Purchased: 26 April 2018		
Term of Investment: 3 Years		
Maturity Date: 27 April 2021		
Annual Interest Rate: 2.85%		

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

	2021	2020
	\$	\$
CIBC Wood Gundy		
Investment 1	-	2,126,244



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2021

8. Accounts Receivable

	2021	2020
	\$	\$
Accrued interest receivable	6,842	68,607
Due from other related parties (Note 23)	515,641	-
Due from Government of the Northwest Territories (Note 23)	2,948	4,229
Other	3,822	4,532
Total	529,253	77,368

Allowance for doubtful accounts at June 30, 2021 is \$nil (2020 - \$nil).

9. Inventories

There is no inventory recorded as at June 30, 2021.

10. Accounts Payable and Accrued Liabilities

	2021	2020
	\$	\$
Accrued interest	46	45
Damage deposits	27,470	27,455
School Generated Trust Accounts - carry over balances (Note 37)	737,811	731,104
Trade payable	305,786	568,806
	1,071,113	1,327,410

	2021	2020
	\$	\$
Payroll Liabilities		
To employees (July & August wages & deferred NEBS pension)	4,693,950	4,574,092
Vacation payable (annual leave)	247,169	284,711
	4,941,119	4,858,803



June 30, 2021

11. Deferred Revenue

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

	2021	2020
	\$	\$
Nordic Arms Prepaid Rent	6,390	3,470
Jordan's Principal - Federal	732,672	614,452
GNWT ECE - Curriculum	1,529,359	93,522
	2,268,421	711,444

12. Contribution Repayable

The Authority does not have any contribution repayable.



June 30, 2021

13. Due from Government of Canada

Receivables	2021	2020
	\$	\$
GST Receivable	130,680	92,812
Government of Canada (Jordan's Principle)	-	500,346
	130,680	593,158

14. Capital Lease Obligations

The Authority does not have any capital lease obligations.

15. Pension

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

The amount contributed to the NEBS pension was \$4,867,505. The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$183,838 for January 2021, and \$175,156 for January 2020. The maximum monthly contributions is \$3,246 for January 2021, and \$3,092 for January 2020.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 3,534 Employee Members and 117 Employer Members (total active, disabled and on leave: 2,035).

As of January 1, 2021, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$45,100,000 - funded ratio 118% (2020 - \$31,200,000 and 113%) on a going concern valuation basis. The Plan had a solvency ratio deficiency of \$164,720,000 and a solvency ratio of 66%. Solvency is calculated for the purposes of determining obligations only in the event of a plan wrap-up. Any potential deficiency in termination payments is guaranteed to be paid over the next 10 years or less, depending on the position of the fund.

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



June 30, 2021

16. Long-Term Debt

The Authority does not have long-term debt.

17. Post-employment Benefits and Compensated Absences

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2021. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2021 and the results extrapolated to June 30, 2021. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2021

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

Changes in Obligation	Severance and Removal \$	Compensated Absences \$	2021 \$	2020 \$
Accrued benefit obligation				
beginning of year	829,777	418,491	1,248,268	1,697,549
Current period benefit cost	82,192	36,452	118,644	111,538
Interest accrued	23,049	11,573	34,622	54,996
Benefits payments	(105,015)	(170,469)	(275,484)	(264,434)
Actuarial (gain)/loss	(47,933)	100,405	52,472	(351,381)
Plan amendments	441,757	-	441,757	-
Accrued benefit obligation end of year	1,223,827	396,452	1,620,279	1,248,268
Unamortized net				
actuarial loss/(gain)	545,041	(287,241)	257,800	363,659
Total employee future benefits and compensated absences	1,768,868	109,211	1,878,079	1,611,927
Benefits expense				
Current period benefit cost	82,192	36,452	118,644	111,538
Interest accrued	23,049	11,577	34,626	54,996
Amortization of net actuarial (gain)/loss	(87,467)	34,080	(53,387)	(11,051)
Total benefits expense	17,774	82,109	99,883	155,483



June 30, 2021

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

The discount rate used in the 2021 fiscal year to determine the accrued benefit obligation was an average of 3.3% (2020 - 2.7%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	\$	\$	\$
2022	274,443	51,968	326,411
2023	177,406	56,994	234,400
2024	101,899	51,878	153,777
2025	90,701	48,078	138,779
2026-2030	310,343	161,499	471,842
Total	954,792	370,417	1,325,209



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18. Tangible Capital Assets

	Cost	Additions	Transfers	Disposals	Amortization	Accumulated Amortization beginning of year	Accumulated Amortization	2021 Net Book Value	2020 Net Book Value
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Land and improvements	1,299,476	-	-	-	-	-	-	1,299,476	1,299,476
School buildings									
Ecole Sir John Franklin	2,253,436	-	-	-	(56,247)	(1,248,282)	(1,304,529)	948,907	1,005,153
William McDonald	7,078,328	-	-	-	(176,958)	(6,724,412)	(6,901,370)	176,958	353,917
Mildred Hall	11,089,005	-	21,250	-	(280,532)	(6,857,688)	(7,138,220)	3,972,035	4,231,317
Range Lake North	8,215,859	-	21,250	-	(205,396)	(5,545,705)	(5,751,101)	2,486,008	2,670,155
N. J. Macpherson	5,329,162	-	-	-	(136,459)	(4,362,208)	(4,498,667)	830,495	966,953
Ecole J. H. Sissons	2,436,769	-	-	(2,436,769)	-	(2,436,769)	-	-	-
	36,402,559	-	42,500	(2,436,769)	(855,592)	(27,175,064)	(25,593,887)	8,414,403	9,227,495
Other buildings									
Administration office	1,070,827	-	-	-	(26,771)	(722,808)	(749,579)	321,248	348,019
Nordic Arms residence	595,205	-	-	-	-	(595,205)	(595,205)	-	-
Total land and buildings	39,368,067	-	42,500	(2,436,769)	(882,363)	(28,493,077)	(26,938,671)	10,035,127	10,874,990
Equipment and furnishings									
Schools	4,685,576	-	-	-	(49,932)	(4,488,596)	(4,538,528)	147,048	196,980
Playgrounds	149,972	-	-	-	-	(149,972)	(149,972)	-	-
Residences	64,045	-	-	-	-	(64,045)	(64,045)	-	-
Administration office	322,132	-	-	-	-	(322,132)	(322,132)	-	-
Vehicles	319,413	-	-	-	(12,434)	(245,670)	(258,104)	61,309	73,743
	5,541,138	-	-	-	(62,366)	(5,270,415)	(5,332,781)	208,357	270,723
Work in progress									
Pellet boilers	-	42,500	(42,500)	-	-	-	-	-	-
	44,909,205	42,500	-	(2,436,769)	(944,729)	(33,763,492)	(32,271,452)	10,243,484	11,145,713



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19. Prepaid Expenses

	2021	2020
	\$	\$
Insurance	665,403	270,957
Materials and Supplies	5,308	80,421
Leases	-	326
	670,711	351,704

20. GNWT Assets Provided at no Cost

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

	Cost	Accumulated Amortization	2021 Net Book Value	2020 Net Book Value
	\$	\$	\$	\$
Ecole Sir John Franklin	25,965,232	25,965,232	-	-
Ecole Sir John Franklin Portable Classrooms	419,724	348,917	70,807	81,297
Ecole Sir John Franklin NACC	2,214,552	1,783,120	431,432	493,065
Ecole Sir John Franklin Sewer Line	108,852	19,231	89,621	93,976
N.J. Macpherson Portable Classrooms	1,413,831	485,816	928,015	963,368
Ecole Sir John Franklin Wheelchair Lift	100,708	14,267	86,441	-
Ecole Sir John Franklin Boiler Replacement	51,145	1,137	50,008	-
Ecole J. H. Sissons Portable Classrooms	2,242,917	62,303	2,180,614	-
	32,516,961	28,680,023	3,836,938	1,631,706
Deferred capital contributions				
Ecole Sir John Franklin	(1,442,500)	(1,442,500)	-	-
	31,074,461	27,237,523	3,836,938	1,631,706

Rent expense of \$177,419 (2020 - \$99,712) was offset by a grant in-kind.



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21. Contractual Obligations

The Authority has a contract with First Student for student transportation. The Authority is invoiced monthly and the amounts vary depending on a number of factors including: the number of students, routes, and bus passes sold. The contract is renewed until June 2026.

The Authority leases space from Route 51. The contract is renewed until June 2022.

The Authority has a collective bargaining agreement with the NWT Teachers Association ("NWTTA") for teachers, specialists and education assistants which expires on August 31, 2021. The Authority is planning to meet with the NWTTA to bargain a new Collective Agreement in January 2022

The Authority has a collective bargaining agreement with the United Steelworkers for support staff which expires on June 30, 2022.

The Authority has entered into a contract for the construction of a school, beginning in the fall of 2020, and is being funded by the Government of the Northwest Territories.

	Expiry Date	2022 \$	2023 \$	2024 \$	2025 \$	2026 & Beyond \$	Total \$
Equipment Leases:							
Ricoh Route 51	1 July 2021	2,024	-	-	-	-	4,048
Operational Contracts:							
First Student Bussing	30 Jun 2026	500,000	500,000	500,000	500,000	500,000	3,000,000
Commercial & Residential Leases:							
Route 51	30 Jun 2022	37,800	-	-	-	-	75,600
Total		539,824	500,000	500,000	500,000	500,000	3,079,648

22. Contingencies

The Authority does not have any contingencies.



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Notes to Consolidated Financial Statements

June 30, 2021

23. Related Parties

During the year, the Authority entered into transactions with the following related parties:

Yellowknife Public Denominational Education Authority, common control

Ndilo District Education Authority, common control

Dettah District Education Authority, common control

South Slave Divisional Education Council, common control

Deh Cho Divisional Education Council, common control

Government of the Northwest Territories:

Department of Finance, common control

Department of Health & Social Services, common control

Department of Education, Culture and Employment, common control

Department of Municipal and Community Affairs, common control

Department of Environment and Natural Resources, common control

Department of Infrastructure, common control

Legislative Assembly of the Northwest Territories

	2021 \$	2020 \$
Due from Related Parties (Accounts Receivable):		
Other Education Bodies:		
Yellowknife Public Denominational Education Authority	600	-
Ndilo District Education Authority	510,214	-
Dettah District Education Authority	4,827	-
Subtotal - other related parties	515,641	-
Government of the Northwest Territories:		
Department of Education, Culture and Employment	2,948	4,229
Subtotal - Government of the Northwest Territories	2,948	4,229
Total Due from Related Parties	518,589	4,229

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



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Notes to Consolidated Financial Statements

June 30, 2021

23. Related Parties (Continued)

	2021 \$	2020 \$
Revenues from Related Parties:		
Government of the Northwest Territories:		
Department of Education Culture & Employment - Regular contributions	30,271,058	29,219,831
Department of Education Culture & Employment - Other contributions	1,263,232	122,000
Legislative Assembly of Northwest Territories	-	1,000
Department of Education Culture & Employment - French languages	576,475	484,850
Department of Finance - Interest	39,499	149,755
Department of Health & Social Services - GNWT other contributions	25,228	8,505
Department of Municipal and Community Affairs - GNWT other contributions	80,500	91,800
Department of Environment and Natural Resources - GNWT other contributions	23,053	8,000
Other Education Bodies:		
Ndilo District Education Authority	30,000	30,000
Dettah District Education Authority - Other education bodies	182,533	130,020
South Slave DEC - Other education bodies	15,100	30,000
Total Revenues from Related Parties	32,506,678	30,275,761



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Notes to Consolidated Financial Statements

June 30, 2021

23. Related Parties (Continued)

	2021	2020
	\$	\$
Expenses Paid to Related Parties:		
Government of the Northwest Territories:		
Department of Infrastructure - Maintenance and repairs	4,752	5,336
Department of Industry, Tourism and Investment - Materials and supplies	-	1,376
Department of Financial and Employee Shared Services - Professional and technical	-	1,750
Department of Education, Culture & Employment - Professional and technical	4,108	4,625
Stanton Territorial Health Authority - Maintenance and repairs	-	553
Other Education Bodies:		
Deh Cho Divisional Education Council - Materials & supplies	600	600
Total Expenses paid to Related Parties	9,460	14,240

These transactions are in the normal course of operations and have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties.



June 30, 2021

24. Budget Data

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

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

The budget figures presented are those approved by the Trustees of the Authority on June 8, 2020 and submitted to the Minister of Education, Culture and Employment and have not been audited. The Budget for fiscal year 2020/2021 was submitted to the minister on June 30, 2020. The budget deficit is \$1,215,001.

25. Economic Dependence

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



June 30, 2021

26. Financial Instruments

Financial instruments consist of recorded amounts of cash, portfolio investments, due from GNWT, due from Government of Canada, other accounts receivable and deposit in trust which will result in future cash receipts, as well as accounts payable and accrued liabilities, and wages and employee deductions payable which will result in future cash outlays.

The Authority is exposed to the following risks in respect of certain of the financial instruments held:

a) Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Authority is exposed to credit risk from funding agencies and recipients of services. The Authority has a concentrated risk of credit from two other school districts whose funding also comes from the Department of Education, Culture, and Employment. At June 30, 2021, receivables from these two districts is \$515,041 (2020 - nil), which is 98% of total accounts receivable (2020 - nil). Both districts have been current in paying the monthly invoices for their payroll costs.

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

b) Interest rate risk

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



June 30, 2021

26. Financial Instruments (Continued)

c) Liquidity risk

Liquidity risk is the risk that the Authority will not be able to meet all cash outflow obligations as they come due. The Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise. The Authority has disclosed future financial liabilities and commitments in Note 22.

27. Expenses By Object

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Amortization	915,000	944,729	944,729
Compensation	30,957,271	33,664,427	30,752,642
Other	7,170,413	9,109,042	8,831,451
	39,042,684	43,718,198	40,528,822

28. Subsequent Event

The Authority is approved for the Green House Gas (GHG) Grant program, which will contribute \$1,150,000 or 75% of the eligible expenditures. The remaining balance after first payment is \$1,093,125. The pellet boilers once installed will help to reduce green house gas emissions, which is a condition of the grant. They are expected to be installed September 2021.

29. Comparative Figures

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



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Notes to Consolidated Financial Statements

June 30, 2021

30. ECE Contributions

	Budget 2021 \$	Actual 2021 \$	Actual 2020 \$
Original contribution	29,516,184	30,044,057	29,131,353
Student Success Initiatives (SSI) project	123,000	123,000	123,000
NWTTA collective bargaining adjustment	-	538,593	-
Termination benefits	100,000	97,019	88,578
French language	457,000	457,000	422,000
Mentorship release time	45,000	25,740	31,382
CYCC adjustment	-	(527,873)	-
Birchbark teaching program	26,000	-	26,000
Updated Contribution	30,267,184	30,757,536	29,822,313
Indigenous language (from fiscal 2021)	-	93,522	(93,522)
COVID-19 ECE portion	-	819,732	-
COVID-19 technology	-	57,500	-
Accommodations WMS drop off	-	250,000	-
French cultural resources	-	23,700	3,600
French language coach	-	38,800	-
French video clips	-	6,000	-
French partnership funding SSDEC	-	-	35,000
French language communications	-	15,100	24,250
French intensive/post-intensive French	-	4,000	-
Health and wellness funding	-	-	36,040
Self regulation	-	13,000	-
Total Contributions	30,267,184	32,078,890	29,827,681



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Notes to Consolidated Financial Statements

June 30, 2021

31. GNWT Other Contributions

	Budget 2021 \$	Actual 2021 \$	Actual 2020 \$
Department of Municipal & Community Affairs (MACA):			
Active After School	-	76,500	91,800
Department of Executive (Legislative Assembly):	-	-	1,000
Department of Health and Social Services (HSS):			
Drop the Pop	-	25,228	8,505
Department of Environment & Natural Resources (ENR):			
Take a Kid Trapping	-	8,000	-
Compost Program	-	-	8,000
Energy Efficient Audit	-	19,053	-
Total	-	128,781	109,305



June 30, 2021

32. Contingent Assets

The Authority does not have contingent assets.

33. Contractual Rights

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

The Authority is approved for the Greenhouse Gas (GHG) emissions reduction grant of \$1,125,000, which is 75% of the cost to install pellet boilers at Range Lake North School and Mildred Hall School. The GHG grant is jointly funded by the Government of Canada and the GNWT in support of the Pan-Canadian Framework on Clean Growth and Climate Change, and is an action identified in the 2018-2021 Energy Action Plan. The Authority has created a separate reserve of \$375,000, representing 25% of the cost of the Project. The Project started in fiscal year 2020/2021 and total costs paid as of June 30, 2021 is \$42,500. Estimated remaining costs to be paid in fiscal year 2021/2022 is \$1,457,500. The Department of Infrastructure is managing the Pellet Boiler Project as per the Memorandum of Understanding with the Authority. One of the requirements is for the Authority to send to the Department of Infrastructure the full estimated cost of the project of \$1,457,500 as a "deposit in trust".

The Authority is approved for the Jordan's Principle funding up to March 31, 2023. Jordan's Principle funding is for First Nations children in Canada to receive the services and supports they need. Funding can help with a wide range of health, social, and educational needs. The majority of the funding is used to hire educational assistants to support First Nations children.

Contracting Parties	Description of Contract	Expiry Date	2022 \$	2023 \$	Total \$
Government of Canada	GHG Grant Pellet Boilers for RLN and MHS	March 2022	1,093,125	-	1,093,125
Government of Canada	Jordan's Principle	March 2023	4,483,985	26,055	4,510,040
Total			5,577,110	26,055	5,603,165



June 30, 2021

34. Environmental Liabilities

Liability for Contaminated Sites

The Authority has identified possible environmental liabilities at William McDonald School and Range Lake North School that have underground fuel tanks. The Department of Education, Culture and Employment, and the Department of Infrastructure are working towards replacing the underground fuel tanks. The removal of the fuel tanks is scheduled for summer 2021.

Environmental Liabilities

The Authority contracted Associated Environmental to complete a Hazardous Building Materials Assessment on all of the Buildings owned and managed by the Authority in 2018. The final reports are completed and a Hazardous Materials management plan is put in place. YK1 had contracted Kasteel Construction to provide supplementary cost estimates for the asbestos abatement of Nordic Arms in June 2020. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment. The abatement for Sir John Franklin High School was completed by the GNWT in March 2018, and the abatement for the maintenance building was completed in March 2019. A liability totaling \$179,651 has been recorded for the asbestos abatement of the Mildred Hall School and William McDonald School. There is also a separate liability recorded for the future abatement of Nordic Arms Apartment complex in the amount of \$756,250. Total liability recorded for future asbestos abatement is \$935,901 (2020 - \$935,901). Management will continue to monitor these buildings under the Hazardous Materials management plan.



June 30, 2021

35. Environmental Liabilities (Continued)

Location:	5415 Franklin Avenue, Nordic Arms
Type of Site:	Apartment Complex
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos, lead, mercury
Site Stage:	Monitoring
Status and Next Steps:	Abatement
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2021	\$756,250

Location:	50 Taylor Road, William McDonald School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos, lead, mercury
Site Stage:	Monitoring
Status and Next Steps:	Monitoring
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2021	\$108,856

Location:	5408-50th Avenue, Mildred Hall School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos, lead, mercury
Site Stage:	Monitoring, Abatement
Status and Next Steps:	Abatement
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2021	\$70,795



June 30, 2021

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,	2021	2020
	\$	\$
OPERATING FUND		
Balance, beginning of year	385,842	444,854
Operating deficit (Statement 2)	(760,364)	(354,666)
Acquisition of tangible capital assets	(42,500)	(218,090)
Transfer from Investment in Tangible Capital Assets	944,729	944,729
Transfer from Decentralized Surplus	(28,304)	16,943
Transfer to Pellet Boiler Reserve	(14,375)	(350,000)
Transfer (to) from LED reserve Utilities/LED Lights	69,023	(97,928)
Balance, end of year	554,051	385,842
INVESTMENT IN TANGIBLE CAPITAL ASSETS		
Balance, beginning of year	11,145,713	11,872,352
Acquisition of tangible capital assets	42,500	218,090
Amortization	(944,729)	(944,729)
Balance, end of year	10,243,484	11,145,713



June 30, 2021

36. Accumulated Surplus (Continued)

Details of Surplus and Reserves

For the year ended June 30,	2021	2020
	\$	\$
DECENTRALIZED SURPLUS		
Balance, beginning of year	348,497	365,440
Transfer to Operating Fund	28,304	(16,943)
Balance, end of year	376,801	348,497
PELLET BOILER RESERVE		
Balance, beginning of year	350,000	350,000
Transfer to operating fund	14,375	
Balance, end of year	364,375	350,000
CAPITAL FUND RESERVE		
Balance, beginning of year	904,165	904,165
Balance, end of year	904,165	904,165
LED RESERVE		
Balance, beginning of year	353,579	255,651
Transfer (to) from Operating Fund for Utility Costs	(69,023)	97,928
Balance, end of year	284,556	353,579



June 30, 2021

36. Risk Management

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

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

37. School Generated Funds (Trusts under Administration)

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

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

	2021	2020
	\$	\$
Balances, beginning of year	731,104	771,440
Fundraising revenues	258,474	583,621
Total funds available	989,578	1,355,061
Total related expenses	(251,767)	(623,957)
Balances, end of year	737,811	731,104