June 25, 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 Draft Operating Plan for 2021-2022 School Year

Enclosed is a Draft Operating Plan for Yellowknife District No. 1 Education Authority (Yellowknife Education District No. 1) for the 2021-2022 School Year.

Sincerely,

Tina Drew
Chairperson
Yellowknife Education District No. 1

cc.   Rita Mueller, Deputy Minister (ECE)
       Shannon Aikman, Assistant 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)
       Ed Lippert, Superintendent / CEO (YKl)
       Shirley Zouboules, Assistant Superintendent (YK1)
       Tram Do, Director of Corporate Services (YKI)

Education Accountability Framework

Yellowknife Education District No. 1

Operating Plan

For the 2021-22 School Year

Table of Contents

Operating Plan - Executive Summary

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

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

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

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

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

The three pillars that align the aforementioned are:

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

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

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

Personalized and Inclusive Education		

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YK1 Strategic Priorities

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Learning	Indigenous Language & Education	Wellness Community

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YK1 Goals and Targets

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Learning	Indigenous Language & Education	Wellness Community
Responding to EDI results at district/school level	"Our Languages" implementation	Responding to MDI results at district and school levels
Implementation of YK1 Literacy Plan	ILE classes	ECE supported school-based programs • Fourth R Program • Talking About Mental Illness (TAMI)
Place-based, culturally responsive initiative, Engaging Learners in the Middle Years		Growth as a Learner
Science Mentors	Cross-curricular planning and integration of Dene *Kede*.	Forest and Nature School
Math/Science/Early Literacy foci EN/FR: • JK/K Playful Inquiry • Science Mentors • Nurturing Northern Literacy Learners, grades, 1-3 and 3-5 • Math Pedagogy (Working Group)	Indigenizing environments	Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]
Assessment to Instruction	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching to diversity using flexible instructional practices	Key Cultural Experiences	Safe School Plans
Participation in ECE renewal of IEP process	School-based ILE Committees	
Following expected guidelines for PSTs	Sara Davidson, consultant, to support Indigenizing education	
Technologies to support diverse learners		
Supporting complex learners in the classroom setting		
Supporting Educational Assistants in their role		

Annual Report - Executive Summary

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

The following table summarizes the successes and areas for improvement for the school year:
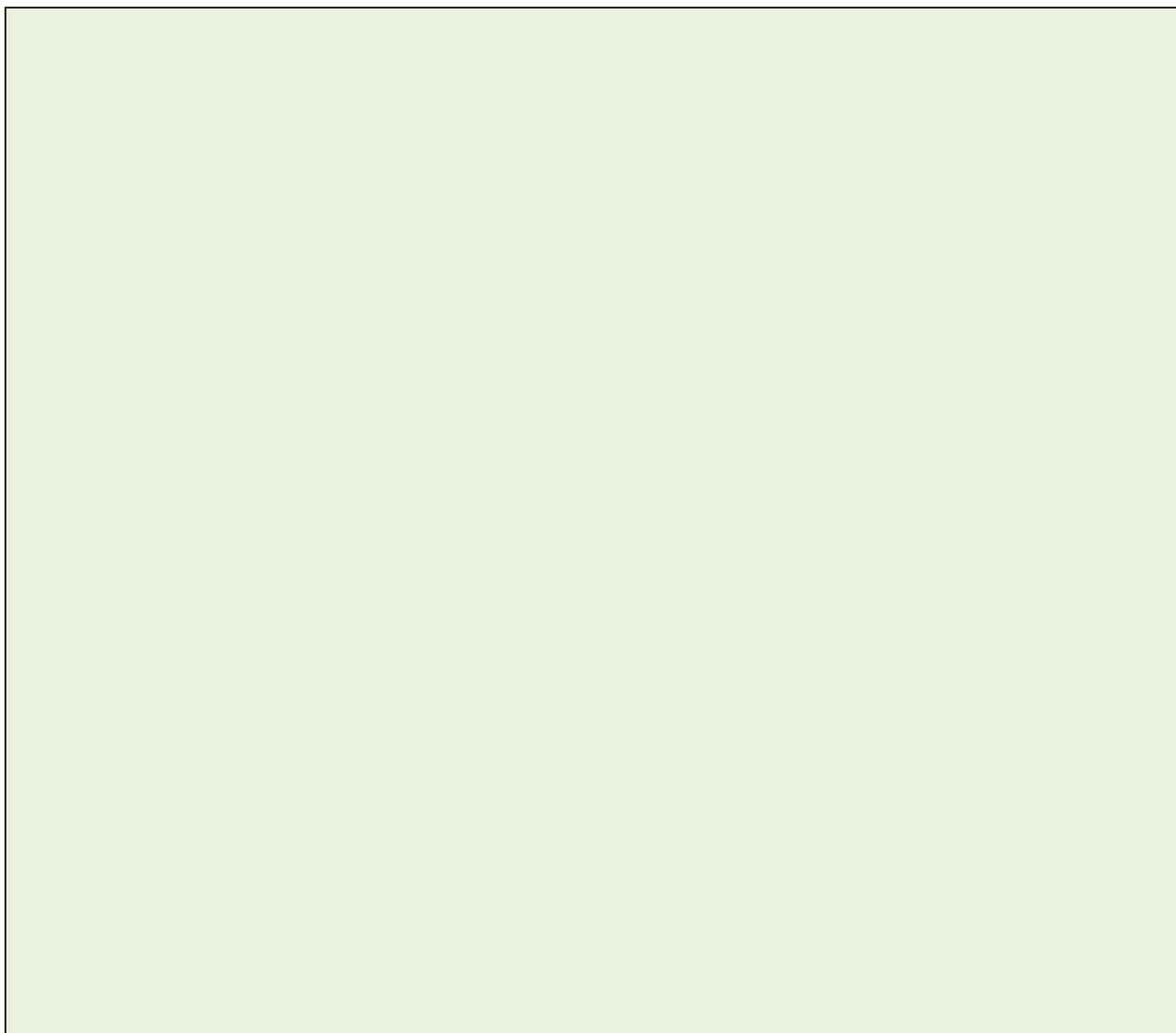
1. Administration and School Services

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 2207 (April 2021) students it serves.

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

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

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

Administration

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

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

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

B. *Functional Organizational Chart*

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

C. Governance Training

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

Planned Topic	Delivered by *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Orientation	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 2021		
PD for all trustees	Conferences Webinars	Trustees	YK1 Dependent on Trustees needs / interests		
Board evaluation process	Trustees, external consultant	Trustees	YK1 May / June 2022		
Orientation	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 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? *(Yes/No)*	If No, why not?
September 14, 2021	District DEA Office Meetings *in person meetings dependent on approved re-opening plan		
October 12, 2021	District DEA Office		
November 9, 2021	District DEA Office		
December 14, 2021	District DEA Office		
January 11, 2022	District DEA Office		
February 8, 2022	District DEA Office		
March 8, 2022	District DEA Office		
April 12, 2022	District DEA Office		
May 10, 2022	District DEA Office		
June 14, 2022	District DEA Office		

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	Estimated to be 2140

School Name	Community	Grades Offered	Programming Highlights
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	École J.H. Sissons (EJHS) offers: • French Immersion programming • Special programming includes choir, musical theatre, afterschool athletics and a speed skating academy. • Afterschool activities include judo, soccer, improvisation, painting, chess and choir, however due to COVID-19, these programs may be reduced • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • *Cours d'enquêtes en plein air* (*CEPA*); (Forest/nature school practice) • A four day French Language and Culture Camp, 'Camp de neige', at the Yellowknife Ski Club
Mildred Hall School (MHS)	Yellowknife	JK-8	Mildred Hall School (MHS) offers: • English programming • Core French and Wıìlıìdeh language courses • Birchbark Discovery Centre, a community-based alternative education program for children in Grades 1 to 6 based out of Mildred Hall School • Many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as fat biking, cross country skiing, snowshoeing, and rollerblading; alternative options such as jigging and traditional games

			• Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning • A breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program • Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour
N.J. Macpherson School (NJM)	Yellowknife	JK-5	N.J. Macpherson School (NJM) offers: • A quiet JK-5 neighborhood school with a strong numeracy and literacy focus, offering programming in English and Core French • Special programs include Montessori, visual arts, drama, gymnastics and a strong recycling program • Several extracurricular sports and clubs are available during school hours • Afterschool 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 • An active Parent Advisory Council (PAC)
Range Lake North School (RLN)	Yellowknife	JK-8	Range Lake North (RLN) offers: • English programming • Intensive French in Grade 6, Post-Intensive French in Grades 7 and 8, and Core French in Grades 1 to 8, excluding Grade 5, where students participate in Pre-intensive French camps • Student Options Program for grades 6-8, where students are able to choose from a variety of 6-week long sessions including tech, sports, outdoor pursuits, music, martial arts, yoga etc. • Indigenous Language and Culture, integrated into classroom sessions • Indigenous Culture Camps throughout the year • Special programs in music, band, choir, and drama • Advanced technology and robotics programs in a Makerspace environment • Extracurricular sports program encompassing many activities such as snowboarding, hiking, skiing, and biking • Sustainable living projects: active chicken coop, outdoor gardens, aquaponics, and observatory beehive

			• An active and involved Parent Advisory Committee that organizes a large annual fundraising event, "Family Fun Night", with proceeds supporting RLN student activities
École Sir John Franklin High School (ESJF)	Yellowknife	8-12	École Sir John Franklin High School (ESJF) offers: • Programming from Grades 8 to 12 in both English and French Immersion • Core French and Post-Intensive French from Grades 8 to 12 • Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts • Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics • Indigenous culture programming and camps including Wíílídeh language instruction • Successful Sports Academy with foci on volleyball, basketball, and high performance training: extra-curricular sports and clubs are also offered • Support and resources for students struggling in school, socially, or at home. • National and international travel opportunities for students include volunteering, scuba club, and cultural experience • Night classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite • Alternate programming (Route 51) available during the day (10am - 4pm) off site. These graduating required course are offered on modular based format
École William McDonald School (EWMS)	Yellowknife	6-7	École William McDonald Middle School (EWMS) offers: • Programming for Grades 6 and 7 in both English and French Immersion • Other French options including Intensive French - Grade 6, Post-Intensive French - Grade 7, and Core French – Grades 6 and 7 • Exploratory programming which includes Industrial Arts, Home Economics and Outdoor Education • Sports Academy Program which includes hockey, soccer, dance, fitness and cross training. Recently updated fitness room has allowed and expansion to its sports programming. *This program will be suspended for the 2021-2022 school year but the offering will be revisited in 2022-2023*

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports *(% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.

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

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

G. *Teacher Profiles*

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

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

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

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

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals, including any specific information related to the COVID-19 pandemic.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: 1. **Learning** 2. **Indigenous Language and Culture** 3. **Wellness, Community, and Key Competencies**

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Education staff will participate in Professional Development focusing on the three identified pillars.	100% of staff will participate in PD focused on one or more of the three pillars		
YK1 schools will utilize a mentorship approach in Science to support colleagues.	100% of YK1 schools will identify teacher leaders in Science (FR/EN)		
YK1 schools will participate in district led PD focusing on numeracy and literacy.	100% of YK1 schools,		

	Grades 1-8 schools		
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement. "We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. "The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-dependent than was previously thought" (Donohoo 2017, Lieberman and Miller 2004)	100% of YK1 schools will provide PLC time within the school day		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

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

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

Regional approach to **School Improvement Planning** and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary:
	  1. **Learning**
	  2. **Indigenous Language and Culture**
	  3. **Wellness, Community, and Key Competencies**
	In addition, site-based data will inform school plans, to ensure student and school community needs are considered.

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%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. *Annual School Reviews*

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

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

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

Regional approach to the completion of **Annual School Reviews,** including any specific information related to the COVID-19 pandemic.	YK1 schools develop yearly School Improvement Plans based on the previous year's data. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School plans are shared with the District Administration and the Board of Trustees. At the end of the year, there will be another presentation to share and discuss the results, which inform the subsequent year's plan. The format for school presentations to Trustees will depend on COVID-19 restrictions.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations,** including any specific information related to the COVID-19 pandemic.	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.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	53		
Number of principals and assistant principals formally evaluated in the school year.	4		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. *Regional Training and In-Service*

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2021-2022. Consultants will provide PD in the following areas: Learning / Indigenous Language and Culture • Math Working Group (EN/FR) • Science Mentors (EN/FR) • Nurturing Northern Literacy Learners • Place-based, culturally responsive initiative, Engaging Learners in the Middle Years • JK/K Collaborative Study Group • Neurolinguistic approach with outside consultant (FR/Wıìlıìdeh) Two district days are planned to align the new YK1 strategic priorities and curriculum renewal. Two ILE district days are planned to meet the ILE directive School specific STIP times are planned to align with the identified pillars Most PD will be delivered virtually due to travel restrictions

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		

Number of administration days dedicated to training and in-service.	1		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	6		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

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

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

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

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

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

Regional **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.	This upcoming school year, the Literacy Coordinators will focus on communicating and supporting implementation of the Literacy Plan within the schools. This will be done through professional development, in-servicing as well as providing of resources.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

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

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, *if applicable.*	n/a		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered *(Breakfast, Lunch, Snack, etc.)*	Frequency of program *(Monday – Friday)*	Average number of children / youth served daily	Criteria to participate *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
EJHS	Breakfast	Monday - Friday	Available, but not usually accessed	Everyone welcome		
	Lunch	Monday - Friday	15	Everyone welcome		
	Snack	Monday - Friday	20	Everyone welcome		
MHS	Breakfast	Monday - Friday	80	Everyone welcome		
	Lunch	Monday - Friday	110	Everyone welcome		
	Snack	Monday - Friday	200	Everyone welcome		
NJM	Breakfast	Monday - Friday	Available, but not usually accessed	Everyone welcome		
	Lunch	Monday - Friday	1	Everyone welcome		
	Snack	Monday - Friday	25	Everyone welcome		
RLN	Lunch	Monday - Friday	10-15	Everyone welcome		
	Snack	Monday - Friday	*Provided for all students	Everyone welcome		
ESJF	Breakfast	Monday - Friday	Available	Everyone welcome		
	Lunch	Monday - Friday	55	Everyone welcome		
	Snack	Monday - Friday	100 *includes youth who access breakfast program	Everyone welcome		
	Take-home packages	Monday - Friday	20	Everyone welcome		
EWMS	Lunch	Monday - Friday	15-20	Everyone welcome		
	Snacks	Monday - Friday	*Provided for all students	Everyone welcome		

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

H. Student Success Initiative

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

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

SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.	The YK1 SSI proposal will focus on the pillars, Learning; Indigenous Language and Culture; and Wellness, Community, and Key Competencies by: • Utilizing outside facilitators in English and French Immersion to focus on effective and inclusive practices in Math and Science using a residency model multiple times over the year. • Using our outside consultants to support the Early Literacy/ILE initiative, Nurturing Northern Literacy Learners. The focus will be on inclusive practices and includes ways to support teachers in bringing Indigenous content, perspectives, and pedagogies into their classrooms. • Supporting our early childhood educators to focus on pedagogy around Playful Inquiry. A district professional learning community will meet multiple times over the year. This SSI initiative will begin a new cycle of PD for YK1. We are taking a responsive approach to learning by including ongoing professional development that supports teachers in various stages of their practice. Schools will have the opportunity to co-plan and coordinate the PD with our outside professional facilitators. This will allow for teachers to delve into learning areas most pertinent to their development. YK1 values the impact that Professional Learning Communities can have on teacher practice and student learning. Teachers participate in collaborative inquiry professional development using the Spiral of Inquiry process. "The Spiral of Inquiry is about listening to learners and reflecting on our own practices as educators. It assists schools in taking an inquiry-oriented, evidence-based approach to learning and teaching." (Kaser and Halbert, 2017). "When teachers collaborate using the inquiry model and believe that together they and their colleagues can impact student achievement, they share a sense of collective teacher efficacy. Teams with high

collective efficacy show greater effort and persistence, as well as willingness to try new approaches, and attend more closely to students' needs." (Donohoo, 2017)

References:
Kaser,L. & Halbert, J. (2017). The Spiral Playbook: Leading With Inquiring Mindset in School Systems and Schools. C21 Canada
Donohoo, J. (2017). Collective Efficacy: How Educators' Beliefs Impact Student Learning. Corwin
Outside consultants and facilitators may continue to work with staff virtually due to COVID-19 safety considerations.

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region who participate in SSI PD activities.	90%		
% of support staff from across the region who participate in SSI PD activities.	100% PSTs		
Areas of Strength			
Areas for Development			
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Engaging All Learners	2021-2022, 2022-2023, 2023-2024		

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

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

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:
- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

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

Regional approach to integration of evidence-based **healthy relationship programming**, including any specific information related to the COVID-19 pandemic.	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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools with JK-3 students offering WITS.	60%		
% of schools with grade 4-6 students offering LEADS.	40%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			
Areas of Strength for the region			

Areas for Development for the region	
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, 4thR, 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		
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ Mind-up https://mindup.org/ Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/		

		LEADS https://witsprogram.ca/school/wits-leads-program/ WITS https://witsprogram.ca/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/ We Thinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation		
	NJM	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ WITS https://witsprogram.ca/ Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/ We Thinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package The Introspection Curriculum https://www.kelly-mahler.com/product/the-interoception-curriculum-a-step-bystep-guide-to-developing-mindful-self-regulation/#:~:text=Description&text=The%20Interoception%20Curriculum%20provides%20a,promote%20comfort%20within%20the%20body		
	RLN	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)		

		https://pbisscpcanada.wordpress.com/ Mind-up https://mindup.org/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/ Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/		
	ESJF	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ The Fourth R - Health Physical Education (HPE) Program The Fourth R - Healthy Relationships Plus Program (HRPP) https://youthrelationships.org/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/		
	EWMS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/		

K. Second Language Education

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

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

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

	French	Immersion	10-12	12%	Up to 1120 min/week		
	French	Post-Intensive	8	22%	400 min/week		
	French	Post-Intensive	9-12	8%	400 min/week		
	French	Core	8-12	12%	160-200 min/week		
	Wıìlıìdeh	Core	9-12	4%	160-200 min/week		
EWMS	French	Immersion	6,7	27%	Up to 1280 min/week		
	French	Intensive	6	45%	1200min/ week Sept – Jan; 400 min/week Feb - Jun		
	French	Post-Intensive	7	30%	400 min/week		
	French	Core	6,7	33%	120 min/week		

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

3. Inclusive Schooling

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

A. *Regional Inclusive Schooling Coordinators*

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

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

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

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

B. Program Support Teachers

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

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

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

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Details on Split PST roles	Actual *(PY)*	Explanation for Difference *(if applicable)*
EJHS	2.69	2.00				
MHS	2.41	3.00	Due to school need			
NJM	3.22	3.00				
RLN	2.18	3.00	Due to school need			
ESJF	3.25	3.30				
EWMS	2.08	2.00				
TOTAL	15.81	16.30	Difference is based on rounding positions to 1.0 FTE			

C. *Support Assistants*

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS		2.00			
MHS		7.00			
NJM		6.00			
RLN	33.35	7.50			
ESJF		9.50			
EWMS		3.00			
TOTAL	33.35	35.00	Difference of .65 FTE funded by YK1 for 0.5 FTE and 1.0 FTE positions *JP SAs are not yet confirmed for 2021-22 – these numbers will be higher than 34*		

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	*Positions for teachers instead of 2 SAs		
Support Assistants	2.0	0.5	*Funds from SA to teachers		
TOTAL		4.5			

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	$30,000	*Funds to teachers		

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)*
$129,209	$129,209			

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

Type of Training & Topic	Audience Intended *(PSTs, Educators, Support Assistants, Principals, etc.)*	Training Provider *(RISC, ECE, Contractor, etc.)*	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
Child Autism Services Edmonton (CASE)	PSTs EAs Admin Teachers	Contractor	To be determined		
Robyn Combres (Educational Psychologist); Positive Behaviour Support Inc.	PSTs EAs Admin Teachers	Contractor	To be determined		
Non-violent Crisis Intervention Training **Recertification of trainers*	EAs PSTs	Contractor RISC	To be determined		
Dean Consulting	PSTs RISC Teachers	Contractor	To be determined		
IEP Renewal	PSTs	ECE RISC	To be determined		

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.

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.	In 2021-2022, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classroom communities. With the new YK1 strategic priorities, inclusive schooling is not a separate entity. Our priority will be to start with an inclusive lens that presumes competence of all learners. Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation, cultural competencies and the concept of "A Capable Person." Our outside consultant will work with PSTs and school/teacher teams to continue to reinforce and promote best practices through a strength-based approach. *Dates and format subject to COVID-19 restrictions.*

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

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

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

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

F. Assistive Technology

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

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

Allocated ($)	Actual ($)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation ($)
$119,539				

G. *Healing and Counselling*

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

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

School Name	Allocated ($)	Budgeted ($)	Explanation for Difference *(if applicable)*	Purpose *(materials, positions, contracts, etc.)*	Actual ($)	Explanation for Difference *(if applicable)*
EJHS						
MHS		$60,000	Contract position to support students in proactive, whole classroom-based practices			
NJM						
RLN	$114,351					
ESJF		$30,000	Contract position to support students in proactive, whole classroom-based practices			
EWMS						
YK1 DO		$24,351	School-specific initiatives, on request			
TOTAL	114,351	114,351				

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.	Monthly Program Support Teacher meetings, where directive guidelines and strategies are shared and discussed with the RISC and PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively with families to ensure thoughtful and intentional supports align with students' SSP and IEP goals. The IEP renewal process professional development will ensure a strength-based approach to goal setting with students and families. YK1 recognizes the need that teacher and support staff professional development plays an integral part in IEP renewal success.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	85%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	85%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100% JK-8 75% 9-12		

% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	50%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	Approximately 30 contacts per month with individual PSTs		
Number of times per year that the RISC meet with the PSTs in person	Entire team meets monthly		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. *Flexible Instructional Strategies*

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	YK1 is committed to the ongoing work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	75%		
% of support assistants who receive support through adequate scheduled time with PST.	75%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	75%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		
Areas of Strength for the region			
Areas for Development for the region			
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 2021-2022, all schools will utilize the existing referral process and format to ensure the continued efficiency and effectiveness of SBST in our schools.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100% *all have access		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	100%, when required		
% of SBST meetings that focus on developing strategies to support classroom teachers.	Unknown until referrals are submitted		

% of SBST meetings that focus on solving specific problems.	Unknown until referrals are submitted			
% of SBST meetings that address systemic issues in the school.	Unknown until referrals are submitted			
Areas of Strength for the region				
Areas for Development for the region				
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		
	MHS	Weekly, 60 minutes		
	NJM	Weekly, 60 minutes		
	RLN	Weekly, 90 minutes		
	ESJF	Weekly, 60 minutes		
	EWMS	Weekly, 60 minutes		

K. Review of SSPs and IEPs

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

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

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.	Schools follow processes outlined in the directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTs and RISC problem-solve individual cases that require modified education planning. In 2021 – 2022, a focus will continue to be on the education and understanding of the Competency-based Individual Education Plan (CBIEP).

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%, supported by PSTs		
% of parents participating in developing SSPs for those students requiring them *(more than signing).*	60%		
% of parents participating in developing IEPs for those students requiring them *(more than signing).*	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	20%		
% of students participating in developing their own IEP, when required and appropriate.	75%		

% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
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.

Regional Performance Indicators	Regional Targets	Achieved Results	**Explanation for variance** *(if applicable, for example, include what other duties PSTs may have been assigned)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	0		
Areas of Strength for the region			
Areas for Development for the region			
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 *(PY)*	Budgeted *(PY)*	Explanation for difference *(if applicable)*	Actual *(PY)*	Explanation for difference *(if applicable)*
1.00	1.00			

B. *Indigenous Language and Education Teams*

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

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

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

C. *Indigenous Language Instructors*

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

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

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	YK1 has made the following accommodations to support Indigenous language instruction: • 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 • Weekly meetings with ILIs and RILE	
Plans to recruit and retain language teachers, if any?	Community and external job postings to recruit new ILIs YK1 will continue to lobby ECE for the reimplementation of language teacher training programs such as the Certificate of Aboriginal Language Revitalization (CALR)	

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

D. *Indigenous Education*

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

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

School Name	Allocated ($)	Budgeted ($)	Explanation for difference *(if applicable)*	Actual ($)	Explanation for difference *(if applicable)*	3rd Party Funding *($)* & Source *(If applicable)*
EJHS		$28,887				
MHS		$28,887				
NJM	$173,322	$28,887				
RLN		$28,887				
ESJF		$28,887				
EWMS		$28,887				
TOTAL	$173,322	$173,322				

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

School	Elder in Residence Program *(Y/N)*	Daily Cultural Support Worker *(Y/N)*	Frequency	How is this position funded	Explanation if you have chosen not create this position
EJHS	N	N			
MHS	Y	Y	Full time	YK1 ILE staffing	
NJM	N	N			
RLN	N	N			
ESJF	N	N			
EWMS	N	N			

E. *Building the School-Community Relationship*

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

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

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	In 2021-2022, YK1's approach to address building the school-community relationship articulated below, continues as planned. Experiences for staff and students will be altered to meet COVID-19 pandemic restrictions. 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 *Dene Kede*. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated funding in support of the hiring of "Elders in School" 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Elders hired for regular school programming,	100% Elders are hired on a day by day basis		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	**Goal**	**Explanation on status of goal**
EJHS	Develop a resource list of community members with traditional skills to facilitate staff making connections with community Connect and introduce these community members to new staff who may not have yet made local connections Obtain more information about key local Indigenous community events (such as a list of events) to increase community involvement	
MHS	MHS will continue to have a number of Elders working in the school. They will be involved in our ILE Committee and play an integral role in bringing language and	

	culture into all of our classrooms, as well as supporting ILE PD for our staff.	
NJM	To establish relationships with community members, specific to NJM, rather than just relying on current YK1 employees	
RLN	Putting a focus on one specific skill and inviting community members to support our understanding e.g. Fish Day

Friday Fires/Indigenous mentors | |
| ESJF | Committee formed and in the process of meeting to develop goals | |
| EWMS | Develop a resource list of community members that are able to work with staff and students
Outreach to the Elders in our community through empathetic design projects | |

Community Involvement in Schools		
School	**Type of involvement of community members in school events and projects**	**Type of involvement of community members in on the land experiences**
EJHS		
MHS		
NJM		
RLN		
ESJF		
EWMS		

F. Strengthening Training for Northern Educators

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

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

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	YK1 believes it is a priority to train our new to the north educators to ensure retention, while at the same time, continually offering Professional Development for our experienced educators. All new YK1 hires attend the ECE New to the North In-service each August. YK1 offers two cultural orientation days to the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Two training days are designated to *Our Languages* curriculum and/or Indigenizing Education Handbook. Planning and goal setting sessions are planned for all YK1 schools' ILE committees. Guest speakers, who may present to staff virtually, will focus on addressing indigenizing education. Planning and goal setting sessions are planned for school ILE committees throughout the year.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%, but maybe offered virtually due COVID-19 restrictions		
% of schools holding local Teacher Cultural Orientation Days.	100%, but maybe offered virtually due COVID-19 restrictions		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Dr. Nigaan Sinclair will facilitate a virtual presentation to all staff **carried over from 2020-2021		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	**Goal**	**Explanation on status of goal**
EJHS	Cours d'enquêtes en plein air (CEPA) program: collaboration between CEPA teacher and classroom teachers to improve connection between classroom instruction and key cultural experiences and on-the-land learning	

	Offer teachers time to work with Elders or knowledge keepers, such as having a dedicated on-the-land training day for all staff during a STIP day Include ILE content in all PD sessions (not just those dedicated specifically to ILE)	
MHS	Increase the number of staff on the ILE Committee Have short language sessions at each staff meeting	
NJM	To provide educators with authentic cultural experiences to strengthen their knowledge and understanding of Indigenous language and culture	
RLN	ILE committee to organize the cultural days	
ESJF	Provide PD for language instructors	
EWMS	Continue to offer teachers time to work with Elders or knowledge keepers On the land training day for all staff Grade level collaboration for the development of an activity delivered to students through the lens of *Dene Kede*	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities local Cultural Orientation Days.	EJHS	All staff will attend district organized Indigenous Cultural Experience (ICE) camps		
	MHS	Blanket exercise for all staff All staff will attend culture camp this year Staff and students will participate in Orange Shirt Day		

		All staff will participate in ECE training for the *Our Languages* handbook All staff will participate in setting our school goals/strategic priorities around ILE		
	NJM	ILE committee will organize a school specific Indigenous Culture Day		
	RLN	All staff will participate in the ECE directed *Our Languages* in-service		
	ESJF	All staff will attend ECE delivered ILE Handbook in-service		
	EWMS	All staff will attend Camp Akaitcho All staff will attend district Indigenous Culture Experience (ICE) days		

G. *Fostering Student Wellbeing*

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

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

Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)	YK1 is dedicated to the holistic approach to educating each child. Not only is the mind being engaged through the school day, but also the body, heart and spirit are engaged. This approach occurs through exercises such as on the land learning, collaborative learning, community relationships and the use of ceremony in the school *Fostering Wellbeing does not appear as a section in the Indigenous Languages and Education Handbook. For us to report of this section, it should be covered in the handbook*

ILE Action Plan Goal for Fostering Student Wellbeing		
School	**Goal**	**Explanation on status of goal**
EJHS	CEPA program: provide occasional alternative learning environment for all students throughout the year Increase presence of Indigenous community members at the school (by incorporating some of the goals from the Building Community Relationships goal)	
MHS	Grade 7/8 student Exploratories every Friday have options to get out on the land, create Indigenous crafts, and cook traditional foods	

	• School Feast (Covid-friendly, served to students) • Traditional Games • Jigging • Hand Games • Outdoor learning spaces • Wall tent • Feed the fire	
NJM	To provide more opportunities for students to connect with the land	
RLN	Fire Fridays, celebrating Indigenous culture at all grade levels	
ESJF	A Dene Language Program Staff position created to promote well-being of Indigenous students	
EWMS	Increase presence of Indigenous community members in the school Using place-consciousness to develop skills for being on the land and in nature	

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
EJHS	Organized weekly fire ceremonies Indigenous community members into the school	
MHS	Mentorship with Elders in our school to make connections for students who need it We make sure that all of our students are fed and have regular access to food. We help our students to ensure they have clothing, access to our washing machine if needed, warm winter clothing etc. These supports of making sure basic needs are met enable our students to be more ready to learn	
NJM	Daily and/or weekly sharing circles Relationship building is a main emphasis in all of our classrooms. We know the importance of students having a positive, trusting relationship with their teacher and other adults in the building and, as such, it is	

	emphasized throughout school year and is facilitated by our Program Support Teachers when necessary. This includes providing coverage for teachers so they can work on fostering positive relationships in small groups or one-on-one	
RLN	Indigenous mentors Resident Elder	
ESJF	Indigenous Honour Ceremony Every student in the high school, by the time they graduate, will have taken part in at least one Blanket Activity All students, by Grade 12, will have taken part in a smudging ceremony and tobacco ceremony	
EWMS	Work with the Healing Centre Sharing circles	

H. *Indigenizing Teaching and Learning Practices*

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

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

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.	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: *Dene Kede*. Adopting these learning and teaching practices that are holistic, relational, spiral and experiential goes hand in hand with the recognition of the importance of culture in learning and key cultural experiences. To develop the appropriate approaches and experience, YK1 teachers will participate in the cultural orientations and culture camps, work closely with Elders and Indigenous families, and work to develop a close relationship with the community. It takes time for some teachers to develop this perspective.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			

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

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	**Goal**	**Explanation on status of goal**
EJHS	CEPA: support teachers with on-the-land learning Indigenize Camp de Neige experience Prioritize obtaining more Indigenous resources in French Continue to emphasize importance of Dene Laws in school community	
MHS	*Dene Kede* should be incorporated into teaching whenever possible. It should not be taught in isolation or as it's own class	
NJM	To have all teachers intentionally begin Indigenizing their teaching practice	
RLN	Being cognizant of including Indigenous literature in everyday teaching practices Ensuring the staff knows where and how to access the resources	
ESJF	Re-examining each curriculum with a eye towards where we can address Indigenizing it	

EWMS	Provide PD at all grade levels to Indigenize practices	

School Specific Performance Indicators	**School**	**Wise Practice**
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	EJHS	
	MHS	
	NJM	
	RLN	
	ESJF	
	EWMS	

I. *Indigenizing Content for Curricula & Programming*

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

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

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. 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.	NWT specific curricula documents, including Dene Kede, have been developed to provide educators with the direction required to develop long range, unit and daily lessons plans in culturally appropriate and relevant ways. Lessons are delivered through the use of holistic, spiral, relational and experiential activities. Learning activities throughout the grade levels and subject areas are developed using Indigenous topics and experiences to meet the NWT curriculum objectives.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EJHS	
	MHS	
	NJM	
	RLN	
	ESJF	
	EWMS	

J. *Offering Key Cultural Experiences*

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

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

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	Offering Key Cultural experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities and learning experiences that reflect, validate, and promote the worldviews, cultures and languages of the Indigenous peoples of the NWT. The significance of each activity is strengthened by including story telling and traditional teachings, being on the land, and active use of Indigenous language that include history, reasoning and connections based on Indigenous pedagogy.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

ILE Action Plan Goal for Key Cultural Experience

School	Goal	Explanation on status of goal
EJHS	CEPA program: inquiry-based on-the-land experiences Provide additional support or information for teachers who wish to offer key cultural experiences throughout the year Have Camp de Neige include at least one Elder or knowledge keeper	
MHS	Traditional Games throughout the school year	
NJM	To increase the number and variety of cultural experiences our students get to experience	
RLN	Planning and organizing the experiences that happen during Fire Friday	
ESJF	Grade 9 Fish Camp	
EWMS	Develop a more Indigenous perspective with Outdoor Education Offer teachers the opportunity to join in outdoor experiences with their students	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	EJHS	
	MHS	
	NJM	
	RLN	
	ESJF	
	EWMS	

K. *Strengthening Core and Immersion Indigenous Language Instruction*

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

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

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

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..	A vibrant Indigenous Language program not only benefits students but also serves as a gateway to a brighter future for an entire community. This highlights the critical need for effective and successful school programming where community members are intent on reclaiming the ancestral languages. Not only does instructional time play a critical role in a program's success, so too does the number of years a student is enrolled in a second language class. For many young students, the school is often their first introduction to Indigenous language instruction.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
# of new ILIs in the region	As many as the funding formula will allow, which a this time is zero		
Areas of Strength for the region			

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

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	**Goal**	**Explanation on status of goal**
EJHS	n/a JHS does not have core or immersion ILE programs	
MHS	Our students receive ILE Core language instruction three times per week in class, but we try to incorporate language throughout the school outside of the language classes	
NJM	To ensure each class is being introduced to Indigenous languages on a regular basis	
RLN	Getting people saying a few words that will, eventually, ignite a passion for some students to invest in the language	
ESJF	Continue to offer the Dene Language course in 2021-2022	
EWMS	We currently do not have an Indigenous Language Program	

L. *Engaging Community in Indigenous Language Programs*

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

Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)	Just as it takes a whole village to raise a child, so too does it take an entire community to revitalize a language. *Dene Kede* reminds teachers that community involvement can take many forms. Resource people from the community can come into the school or students can go out into the community. Students can be offered many different kinds of cultural experiences such as camping, attending a local government meeting, working with a healthcare nurse attending to Elders, or talking in the Dene language while working at a store for a short period.

ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	**Goal**	**Explanation on status of goal**
EJHS	Invite Elders to CEPA program events	
MHS	Students will participate in one culture camp each year JK-Grade 2 Students participate in Jigging Grade 3-8 students participate in Traditional Games each week	
NJM	To provide a week long culture camp at the school where community members promote, use and celebrate Indigenous language and culture with all of our students	
RLN	Invite Elders from the community to speak in their traditional language	
ESJF	Grade 9 Winter Fish Camp Dene Hand Games	
EWMS	Invite Elders to Camp Akaitcho and cultural experience days to share language	

M. Employing a Whole School Approach to Language Use

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

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

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.	Whole school approach to language use takes steps to bridge the gap created by colonization. Language is one gift that was deeply threatened during the residential school era of Canadian history, which aimed to destroy Indigenous languages and culture. All school staff have a role in helping to maintain and revitalize their Indigenous languages of the community, regardless of their own ability to speak it, by infusing Indigenous languages throughout the whole school, increasing students' overall exposure. Elders play a critical role as language keepers, but in some cases, these champions are youth themselves, intent on learning and speaking a language that was taken from their parents and grand parents and willing to use innovative strategies to ensure that these languages are not lost forever.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			

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

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

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	Incorporate *Wıìlıìdeh/Tłı̨chǫ* language into morning announcements (O Canada, word/expression of the week)		

		Have a school-wide Indigenous-language expression of the week (as is currently done in French)		
	MHS	Monthly theme phrases/word taught to staff and students Virtual Bingo games played each month after learning common phrases Common phrases shared in the newsletter each month Videos and PowerPoints created of our Elders speaking the words or phrases and showing the words written out so teachers and students can practice between language classes Monthly phrases practiced on the announcements each morning O Canada played in *Wıìlıìdeh* every morning. If not for COVID-19, we will be singing it every day		
	NJM	Language integration into Indigenous Cultural Experience Camps Language integration into morning announcements and assemblies The introduction of Indigenous words to classroom word walls		
	RLN	Create a list of common words to be labeled. Have the words translated and a language coach support the students with their understanding.		

		Decide what common phrases we use every day. Have students document others using the phrases. Reach out to local artist - Plan painting days with classes		
	ESJF	Signage in *Wıı̀lı̀ìdeh* around the school O'Canada in Indigenous languages Morning Announcements greeting in Indigenous languages		
	EWMS	Incorporate language into announcements, displays, words of the week, etc.		

N. Community Support

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

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

Community Name	Allocated ($)	Budgeted ($)	Explanation for Difference *(if applicable)*	Actual ($)	Project(s) supported	Explanation for Difference *(if applicable)*
Yellowknife	$61,302	$61,302				

O. Resource Development for OLC and ILE

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

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

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

Allocated ($)	Budgeted ($)	Explanation for difference *(if applicable)*	Actual ($)	Explanation for difference *(if applicable)*
$47,969	$47,969			

	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
Resources in the region		
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Standardized Financial Statements for Education Authorities

Yellowknife Education District No.1
Budgeted Statement of Revenues and Expenses
Budget Year 2021/2022

	2021-2022 Budget	2020-2021 Budget	2020-2021 Projected Actual as of June 2021
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	30,528,938	29,687,184	30,225,777
French Language Contribution	487,000	457,000	519,860
SSI Contribution	123,000	123,000	123,000
Capital Contribution			
Total GNWT	31,138,938	30,267,184	30,868,637
Federal Government (Jordan's Principle)	3,408,000		3,300,000
Property Tax Requisitioned	6,845,000	6,793,000	6,793,000
Other School Authorities:			
South Slave (French)	15,000	15,000	15,000
Dettah/Ndilo Superintendent Fees	57,500	57,500	57,500
Dettah Enrolment Transfer	165,000	135,000	155,032
Education Body Generated Funds	237,500	207,500	227,532
Rentals	380,000	380,000	380,000
Investment Income	60,000	160,000	100,000
Other	19,562	20,000	20,000
Total Generated Funds	459,562	560,000	500,000
TOTAL REVENUES	42,089,000	37,827,684	41,689,169
EXPENSES			
Administration (see Schedule 2)	1,536,000	1,605,000	1,605,000
School Programs (see Schedule 2)	24,793,000	24,570,184	24,381,669
Inclusive Schooling (see Schedules 2&3)	6,720,000	6,630,000	6,480,000
Indigenous Languages and Education(see Schedules 2 & 4)	1,263,000	1,255,000	1,155,000
Operations & Maintenance (see Schedule 2)	4,103,000	3,851,000	4,851,000
Accomodations (Nordic Arms) (see Schedule 2)	266,000	216,500	216,500
Jordan's Principle (see Schedules 8)	3,408,000		3,000,000
Subtotal Expenses Before Amortization	42,089,000	38,127,684	41,689,169
	0		
SURPLUS (DEFICIT) Before Amortization	(0)	(300,000)	(0)
Amortization (see Schedule 2)	944,729	915,000	944,729
TOTAL EXPENSES**	43,033,729	39,042,684	42,633,898
Annual Operating Surplus (Deficit)	(944,729)	(1,215,000)	(944,729)
Accumulated Surplus (Opening)	1,043,775	1,988,504	1,988,504
Accumulated Surplus (Closing)	99,046	773,504	1,043,775

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	(944,729)	(1,215,000)	(944,729)
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	9,256,255	10,200,984	10,200,984
Closing LED Reserve (YK1 Restricted)	300,000	0	300,000
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	8,611,526	8,985,984	9,556,255

Department of Education, Culture & Employment
Council Approved 2021-2022 Budget

Yellowknife Education District No. 1
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Jordan's Principle	Total
SALARIES								
Teachers' Salaries		15,052,991					586,544	15,639,535
Regional Coordinators (RISC/RILE)				151,661	122,567			274,228
Program Support Teachers				2,034,059				2,034,059
Magnet Facility Teachers				515,495				515,495
Support Assistants		1,112,800		2,286,453			1,767,673	5,166,926
Indigenous Language Instruction					363,448			363,448
Cultural Resource Staff					267,522			267,522
Elders in Schools					95,037			95,037
Non Instructional Staff	982,654	2,271,163	521,872			25,000	287,218	4,087,907
Board/Trustee Honoraria	84,520							84,520
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	169,340	3,651,464	106,009	1,126,082	208,427		637,645	5,898,967
Leave And Termination Benefits								0
STAFF DEVELOPMENT (Including Travel)				254,003				254,003
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	40,000	369,600	5,000	30,000	64,127		22,000	530,727
Postage/Communication	36,000	90,100	5,000					131,100
Utilities								0
Heating			806,797			40,000		846,797
Electricity			937,000			50,000		987,000
Water/Sewage			163,000			21,000		184,000
Travel		100,000						100,000
Student Transportation (Busing)		560,000		30,000	10,000			600,000
Advertising/Printing/Publishing	35,480				11,500			46,980
Maintenance/Repair	5,000	96,522	729,119		0	85,500		916,141
Rentals/Leases	5,000	161,700						166,700
Other Contracted Services	110,006	440,000	824,203	111,247	70,638	25,000	91,920	1,673,014
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				123,000			15,000	138,000
Materials	67,000	870,460		58,000	49,734	19,500		1,064,694
Freight		16,200	5,000					21,200
	1,000							
DEBT EERVICE								0
OTHER								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,536,000	24,793,000	4,103,000	6,720,000	1,263,000	266,000	3,408,000	42,089,000
AMORTIZATION		944,729						944,729
TOTAL	1,536,000	25,737,729	4,103,000	6,720,000	1,263,000	266,000	3,408,000	43,033,729

Department of Education, Culture & Employment
Council Approved 2021-2022 Budget

Yellowknife Education District No. 1
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinators	151,661		151,661
Magnet Facility Teachers		515,495	515,495
Program Support Teachers	2,034,059		2,034,059
Support Assistants	2,261,397	25,056	2,286,453
EMPLOYEE BENEFITS			
Employee Benefits/Allowances	1,020,427	105,655	1,126,082
STAFF DEVELOPMENT (Including Travel)	254,003		254,003
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	30,000		30,000
Student Transportation (Busing)*	30,000		30,000
Other Contracted Services	111,247		111,247
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	123,000		123,000
Materials	28,000	30,000	58,000
Freight			0
TOTAL	6,043,794	676,206	6,720,000

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
Council Approved 2021-2022 Budget

Yellowknife Education District No. 1
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES	201	202	203	
Regional ILE Coordinators	122,567			122,567
Indigenous Language Instruction	115,759	131,930	115,759	363,448
Cultural Resource Staff	143,628		123,894	267,522
Elders in Schools	95,037			95,037
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	122,870	26,392	59,165	208,427
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	36,500	27,627		64,127
Travel				0
Student Transportation (Busing)*			10,000	10,000
Advertising/Printing/Publishing	11,500			11,500
Rentals/Leases				0
Other Contracted Services			70,638	70,638
MATERIALS/SUPPLIES/FREIGHT				
Materials	25,638		24,096	49,734
Freight				0
TOTAL	673,499	185,949	403,552	1,263,000
				0

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment
Council Approved 2021-2022 Budget

Yellowknife Education District No. 1
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	7.50
Territorial Schools:	
Teachers	119.20
Consultants (Technology)	3.00
Librarians	3.50
Secretaries	7.50
Custodians	16.90
Junior Kindergarten Early Childhood In	12.00
Other - French (Teachers & Education Assistants)	3.75
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	16.30
Support Assistants	35.00
Other - Magnet Positions	4.50
Other - Educational Psychologist	
Other - Jordan's Principle	38.50
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
Other - Maintenance	5.00
Other - Nordic Arms	1.00
Total Person Years	282.65

Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Divisional Education Council/District Education Authority
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2021-2022 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	1,988,504	1,988,504
Opening Balance Investment in Tangible Capital Assets	10,200,983	
Less : Amortization (enter negative)	(944,728)	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	9,256,255	
Opening Balance LED Reserve	353,579	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	353,579	
TOTAL ACCUMULATED SURPLUS CLOSING		12,543,066

ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	2,933,232	2,933,232

REPRESENTED BY:

	2021-2022 Budget	
Opening Balance Operating Surplus	385,842	
Plus : Annual Surplus (enter positive) or	0	
Less : Annual Deficit (enter negative)	0	
Amortization	944,728	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	944,728	
Plus : Transfer from (to) Decentralized Accumulated Surplus	0	
Plus : Transfer from (to) Capital Fund Reserve	0	
Plus : Transfer from (to) LED Reserve	0	
Closing Balance Operating Surplus	1,330,570	1,330,570
Opening Balance Decentralized Surplus	348,497	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	348,497	348,497
Opening Balance Capital Fund Reserve & Pellet Boiler	1,254,165	
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	1,254,165	1,254,165

Yellowknife Education District No.1

		Amount $
#	**Revenue**	
1	Contributions from GNWT	
	Name of Department	
	a) Department of Education	31,138,938
	b)	
	c)	
1	Contributions from Related party Entities	
	a) South Slave DEC	15,000
	b) Kaw Tay Whee School	27,500
	c) Kalemi Dene School	195,000
1	Contributions - From other sources*	
2	Jordan's Principal (Government of Canada)	3,408,000
3	Non - Renewable Resource Revenue**	0
4	Interest Income (general)***	60,000
5	Other income (general)	19,562
6	Rental Income	380,000
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	
	Taxation and general revenues	
6	Corporate and personal income taxes	
7	Other taxes City of Yellowknife	6,845,000
	From Related Party Entities:	
	a)	
	b)	
	c)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	
10	Sales	
	To Related Party Entities:	
	a)	
	b)	
	c)	

10 Sales - Other sources*

11 Recoveries

From Related Party Entities:

a)

b)

c)

11 Recoveries - other sources*

12 Recoveries of prior years' expenses

	42,089,000.00

Expenses

1 Grants

To Related Party Entities:

a)

b)

c)

1 Grants - to others*****

2 Contributions

To Related Party Entities:

a)

b)

c)

2 Contributions -to others*****

3 Compensation and benefits   34,427,642

4 Change in valuation of allowances

5 Amortization of tangible capital assets   944,729

6 Other expenses   7,661,358

Charged to Related Party Entities:

a)

b)

c)

6 Other expenses - to others*****

	43,033,729.00

Annual operating surplus (deficit)	(944,729.00)

Notes

*	Revenue from other sources other than Related Parties - Refer to Related Party List
**	Includes revenue from Mineral, Oil and Gas Royalties; Licences, Rental and Other fees; and Quarry fees
***	Interest income earned from short-term liquid investments and current investments with a maturity date of less than 90 days to 1 year from acquistion
****	Interest income from Portfolio Investments with a maturity date of over 1 year from acquisition
*****	Expenses and charges incurred, other than with Related Party Entities

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

_____
Education Body Chair

_____
June 25, 2021

Date

_____
Superintendent

_____
June 25, 2021

Date

Annual Report

_____
Education Body Chair

_____
Date

_____
Superintendent

_____
Date