



MEETING SD 104-20-26

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

**THURSDAY, MARCH 26, 2026
DET'ANCHOGH KÚÉ - EAGLE ROOM
1:30 PM**

AGENDA

1. Call to Order
2. Prayer/Reflection
3. Review and Adoption of Agenda
4. Declarations of Conflict of Interest
5. Public Matters
 - a) Public Hearing on Impacts of Jordan's Principle Funding with Northwest Territories Education Bodies
6. In Camera Matters
 - a) Debrief
 - b) Workplan
7. New Business
 - a)
8. Date and Time of Next Meeting:
 - a) Monday, April 27, 2026 at 7:00 p.m.
9. Adjournment

Jordan's Principle Support





2016-2026

Who are Our Children and What Do They Need?



The landscape of our classrooms has shifted fundamentally. We are seeing:

- **Increased Complexity:** A rise in neurodiverse student populations, both Indigenous and Non-Indigenous. Data has provided more evidence that some of children require integrated supports, holistic learning programming and personalized learning plans.
- **Jordan's Principle Funding** A gift that has leveraged Inclusive Schooling supports and provided substantive equality and connection back to school.
- **The Sustainability Crisis:** Families and school teams as the “co-caregivers” face many systematic barriers and waiting practices that delay children’s ability to thrive.



YCS has 9 2025- 2026 current projects that will cease by June

56 staff

543 students receive support:

- **36 students with CAs**
- **6 complex needs children non-verbal for speech language support and AAC**
- **160 students assessed for speech and language delays in the elementary grades between 2023-2025**
- **40 students -20 primary SLPA, 20 -1 elementary SPLA**
- **41 students with Social Emotional Coaches**
- **93 students and families with the Community Liaison**
- **105 students with Dq Edàizheh program**
- **119 students with Alternative Learning Centre (ALC) (2 semesters)**
- **89 (38 L/51 M) students across grades 1-7 for literacy and math intervention**

IMPACTS THE COST

- **Early Intervention**
- **Communication/Speech Development Loss**
- **Social Emotional Support**
- **Cultural Resilience and Leadership Opportunities**
- **Pathways to Graduation**
- **Family Navigators to School Connection/Community Supports**
- **Diagnostic Assessments**
- **Supports for Children in Care**
- **Safe havens and specialized staff for children with significant trauma and mental health.**

Moving Forward: Opportunity of the NT Inclusive Schooling Review

1. **Grounded Implementation:** Build the Dept. of ECE capacity to align Inclusive Schooling with Indigenizing Education and community realities.
2. Establish as a Territory who are our priority children and what do they need as teams around children, not silos.
3. **Resource Realignment:** Update funding and policy to tackle class complexity and provide targeted educator training.
4. **Unified Support:** Erase departmental silos through shared data and joint agreements for integrated student care.

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Update funding and policy to tackle class complexity and provide targeted educator training.



4. Unified Support:

Erase departmental silos through shared data and joint agreements for integrated student care.



Yellowknife Catholic Schools Brief March 26th, 2026

**Susan Waddell, Vice Board Chair, Adam Murray, YCS Superintendent, Liz Baile
Director of Student Services.**

BACKGROUND:

Yellowknife Catholic Schools (YCS) is a faith-based district serving over 1,300 students from Junior Kindergarten through Grade 12. We offer diverse programming, including French Immersion, Wiilìdeh Yatì (Dene language), and land-based education, rooted in the belief that we are "partners in care" with families to provide a safe, nurturing environment. For five years, Jordan's Principle funding has leveraged our inclusive schooling strategies providing critical responsive support for Indigenous students who are neurodiverse or trauma-affected. Through close collaboration with families, YCS has developed targeted interventions that achieve measurable holistic and academic outcomes. Currently, this funding supports 543 students through a highly integrated team of 48 UNW personnel and 11 teachers. Without this essential "backbone" of funding support, the quality of our early intervention, therapeutic support and well being of our students will be significantly diminished.

The loss of Jordan's Principle funding directly impacts our most vulnerable students. It impacts our relationships with families as we are the guardians and experts of their child's development. Schools are unique community hubs that can, when supported, respond to the unique needs of their community members. The scope of our support was in Speech and Language early intervention and direct therapies, Cultural Resiliency and academic support to increase graduation.

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Main Impacts

1. Educational Assistants (EAs): The backbone of our inclusive classrooms, responsible for the safety and one-on-one academic support for dozens of high-needs children.
2. Specialized Therapeutic Staff: Funding for Speech Therapy and Speech Assistants, eliminating vital early intervention critical for literacy development.
3. Social-Emotional and Resiliency Programming: The loss of our Social Emotional Coaches and Student Leadership and Resiliency Programs, leaving children without accessible mental health support in a time of growing student anxiety and our recognition of the Call to Action, and the results of Residential Schooling in the North.
4. Academic Interventions: The removal of funding for targeted Literacy and Numeracy Interventions that address long-standing achievement gaps and attendance crisis in the north.
5. Essential Basic Needs: The immediate withdrawal of support for Food Security and Transportation, impacting attendance, health and sense of school belonging for families.
6. Assistive Technology and Disability Specialists. The elimination of Assistive Technology supports and training to give, which are fundamental to identity and inclusion.

Inclusive Schooling in about Strengthening Teachers: Impact

Front-line staff can no longer unilaterally provide education, health, and mental health services. Data on four classroom profiles reveals a trend of Classroom Complexity, where student needs exceed manageable instructional limits. These environments suffer from

- Instructional Imbalance: Needs outweigh the standard teaching model
- High-Risk Status: Constant safety navigation is required.
- Systemic Exhaustion: Staff and administration face critical fatigue to facilitate staff capacity and confidence.

To restore functional learning conditions, we must move beyond a siloed approach. Educators cannot provide a "Continuum of Care" without necessary tools, and Districts must be empowered as proactive authorities with other departments.

The growing systemic barriers and inaccessibility of support also put our relationships with families in severe jeopardy. Families depend on our staff in ways that are radically different than a few years ago. Inclusive education is a shared commitment, but it requires

sustained investment in many forms and at all levels of leadership. We are hopeful the Dept. of ECE;s Inclusive Schooling Review will update funding and the necessary guidelines that will give strength to the roles and responsibilities that champion our most vulnerable but capable children and youth. This must be done in deep collaboration with the different levels of leadership. More effort and motivation towards shared government priorities that upholds and realizes territorial capacities right down to understanding class complexity, and teacher training needs more conversation. At the highest levels, schools are placed in a position of community hubs that are able to be responsive and decision makers of how to best meet the needs of all students. We are hopeful, through the gifts of Jordan River Anderson, we have evidence to begin to support education by L

Data-Driven Priority Mapping: Implement a phased transition to high-quality, shared data systems. This provides real-time insights into "priority" children and youth, ensuring resources follow the student's actual needs rather than administrative silos.

Strength-Based Funding Platforms: Modernize funding structures to move beyond "deficit models." Instead, apply flexible platforms that support a team-based approach, lowering barriers for families and centering their voices in their child's well-being.

The "Zero-Gap" Support System: Establish shared digital platforms to implement care plans efficiently. By eliminating information silos and the "waiting gap," we guarantee the human right to an integrated, collaborative continuum of care.

In summary, the vision of becoming *Capable people*—rooted in *Indigenous wisdom* and upheld by our **Elders**, continues to guide our aspirations in Northern education. To live out this vision, we need practical support in place: clear policies, the right resources, and strong partnerships across departments. These are the tools that allow schools to focus on students' strengths rather than their challenges, and to help every child develop the skills and confidence they need.

It is our shared responsibility to carry this wisdom forward and make sure the next generation is prepared to build a resilient, prosperous, and culturally grounded future for the North.

YK1 Impacts from the loss of Jordan's Principle Funding



Alignment with Inclusive Schooling Directive

The [NWT Ministerial Directive on Inclusive Schooling \(2016\)](#) mandates that all students, regardless of background or ability, have the right to a quality, inclusive education in their local school and classroom.

Key components of the NWT Inclusive Schooling framework include:

- Core Philosophy: A, welcoming, and safe learning environment where every child is valued and supported.
- Educational Programming: Students receive support through regular programs (with accommodations), modified programs, or individualized education programs.
- Implementation & Roles: The directive defines clear roles for education staff and increases the number of Program Support Teachers.
- Support Tools: Use of the [Inclusive Schooling Handbook \(2017\)](#) and Technology for Improving Education Network (TIENET) for managing student plans.
- Accountability: The directive ensures accountability for funding and improves student achievement across the NWT.
- Key Goals: Promoting student and teacher wellness, strengthening cultural programming, and fostering a sense of identity.

Types of support

1. Academic
2. Social Emotional
3. Mental Health
4. Behaviour
5. Therapeutic services
6. Other

Educational outcomes

- *Safety* of individual and others, including staff - Self/co regulation
- Inclusive learning opportunities for students with physical, cognitive, behavioural or wellness concerns
- Expressive/receptive language recommended support strategies
- Social/emotional & behaviour supports
- Intimate care
- Improved student focus

Operational impacts

- Staff wellness - we saw a significant increase in sick leave between September and November 2025, this has stabilized due to the addition of over 40 support staff under ISAI
- Physical well being of staff - we have had no WSCC reports due to student concerns after re-hiring EAs
- Supervision of students with complex needs - staff are already providing 1:2 supervision during recess and non-instructional time
- Ability to offer full programming while a student is dysregulated - classroom evacuations have decreased
- Parents/caregivers' confidence in the system

Community risks

- Students ability to attend school with support
- Programming and student support at the secondary level to ensure supervision and support for community-based learning opportunities through structured, supervised workplace placements aligned with Individual Education Plan (IEP) goals and individualized transition planning. It is not possible to program this without EAs.
- Families confidence in levels of service for their child
- Maintaining teaching staff

2023-2024

School Yr		23-24	
Row Labels	Sum of # of Units	Sum of Total Cost	
Academic Support worker	2	\$	296,714.00
After school care	1	\$	40,000.00
Art Therapy	1	\$	19,200.00
Behaviour-Social -Emotional support worker	1	\$	162,265.00
Communication Device	2	\$	1,100.00
Educational Assistant	58.81	\$	5,826,813.28
FastForWord Program	1	\$	14,535.46
Infercabulary	2	\$	140.00
Kitchen Manager	1	\$	57,656.83
Land-based learning & cultural support worker	1	\$	147,440.00
Occupational Therapy Services (Contract)	1	\$	3,150.00
Psyc Ed Assessment	7	\$	19,100.00
School Counsellor	1	\$	162,265.00
Self Regulation equipment	1	\$	1,285.37
Speech language services	2	\$	82,291.00
Grand Total	82.81	\$	6,833,955.94

2024-2025

School Yr		24-25	
Row Labels	Sum of # of Units	Sum of Total Cost	
Academic Support	2	\$	351,414.00
Assistive Technology Support Worker	1	\$	155,617.00
Behaviour and Restorative Practices Support Worker	1	\$	155,617.00
Communication Device	4	\$	6,400.00
Community Liaison Worker	1	\$	173,685.00
Counsellor	1	\$	155,617.00
Educational Assistant	67	\$	5,967,891.00
Educational Psychologist	1	\$	175,707.00
Indigenous Student Mentor	1	\$	128,000.00
Kitchen Manager	0.75	\$	66,804.75
Learning Supplies and Equipment	1	\$	16,000.00
Literacy and Social Emotional Learning Coach	1	\$	138,106.00
Literacy Support	1	\$	155,617.00
Lunch and Break Supervision Assistant	2	\$	178,146.00
Mental Health and Wellness Service (on Call Total)	1	\$	600.00
Mental Health and Wellness Services (hourly)	21	\$	3,675.00
Mental Health and Wellness Team Facilitator	1	\$	175,707.00
On the Land Cultural Liaison	1	\$	155,617.00
Psyc Ed Assessment	14	\$	35,000.00
Social Emotional Learning Support Assistant	1	\$	103,755.00
Social Emotional Learning Support Worker	1	\$	155,617.00
Social Emotional Learning Teacher	1	\$	170,000.00
Speech Language Pathologist	3	\$	332,565.00
Speech Language Support Assistant	6	\$	622,530.00
Grand Total	134.75	\$	9,579,687.75

2025-2026

School Yr		25-26	
Row Labels	Sum of # of Units	Sum of Total Cost	
Academic Intervention Support Worker	2	\$	242,079.00
Assistive Technology Support Worker	1	\$	113,848.00
Behaviour and Communication Support Assistant	1	\$	65,229.00
Behaviour and Literacy Support Assistant	1.5	\$	97,843.50
Behaviour and Restitution Support Worker	1	\$	113,848.00
Behaviour Support Assistant	2	\$	130,458.00
Bus Driver	1	\$	49,574.04
Educational Assistant	57.5	\$	3,750,667.50
Kitchen Manager	1	\$	47,614.00
Literacy Support Assistant	0.5	\$	32,614.50
Literacy, Language and Communication Support Assistant	0.5	\$	32,614.50
Lunch Time EA	2	\$	130,458.00
Mental Health and Wellness Service (on Call Total)	1	\$	600.00
Mental Health and Wellness Services (hourly)	21	\$	3,675.00
On the Land Cultural Liaison	2	\$	227,696.00
Programming Support Teacher	1	\$	128,604.00
Psyc Ed Assessment	3	\$	9,517.50
School Counsellor	1	\$	113,848.00
Social Emotional Learning Teacher	1	\$	161,622.00
Social-Emotional Learning Support Assistant	1	\$	72,630.00
Social-Emotional Learning Support Worker	1	\$	128,604.00
Speech Language Pathologist	1	\$	91,445.00
Speech Language Pathologist Manager	1	\$	108,093.00
Speech Language Support Assistant	2	\$	130,458.00
Speech Pathology Services	1	\$	5,040.00
Grand Total	108	\$	5,988,680.54

Benefits Realized

- Enhanced Safety & Regulation: Significant reduction in staff injuries and classroom evacuations; increased student regulation through consistent, proactive support.
- Operational Dignity: Enabled intensive 1:1 assistance for mobility, feeding, and intimate care, allowing students to access school with dignity.
- Focus on Learning: Shifted the school climate from "crisis prevention" to "instructional support," allowing for small-group literacy interventions and IEP-aligned programming.
- Role Restoration: Freed Administrators and Program Support Teachers (PSTs) from acting as EAs, allowing them to return to their primary leadership and pedagogical roles.
- Balanced Caseloads: Created manageable schedules that avoided "doubling or tripling" students with complex needs under a single staff member.
- Community Participation: Improved supervision during high-risk transitions, such as outdoor learning, field trips, and exploratory activities.
- Staff & Student Wellness: Measurable decrease in stress and absences as experienced staff were hired to manage physical escalations and specialized care.

Challenges Following Funding Disruption

- Loss of Qualified EAs: Delayed funding announcements caused the school to lose well trained, effective EAs to other positions before the year began.
- Fragmented Continuity: A "rocky start" delayed relationship building; neurodiverse students experienced increased dysregulation due to a lack of routine in the early months.
- Hiring & Administrative Bottlenecks: The gap between funding approval and actual hiring was too long, leaving schools dependent on an unprepared sub list for weeks.
- Initial Staff Burnout: Because classes were built based on original (lower) numbers, early-year classrooms were overloaded, leading to physical and mental exhaustion.
- Decreased Program Support: PST support allocations became unreasonable as they were constantly pulled away to manage escalating safety situations.
- Administrative Strain: The admin team spent significant time functioning as front-line EAs, preventing them from completing essential leadership duties.
- Capacity Building Lag: The time required to train new hires further delayed the point at which programming could move beyond basic safety

Anticipated losses for 2026-27

- Educational Assistant Support for minimum 44 students who require 1:1 support/supervision
- Continued short fall for services such as Psycho-educational assessments, SLP, social-emotional support, behaviour supports
- Confidence in our system
- Staff wellbeing

Implications long term

- Uncertainty for students, families and staff
- Loss of direct support for students with physical, learning, social/emotional and mental health needs
- Dysregulated students in classrooms - safety concerns for the individual, classmates and staff
- Expectation of spending District surplus in order to take part in the ISAI

Inclusive School Directives:	What we need to ensure success
<ul style="list-style-type: none"> ● A, welcoming, and safe learning environment where every child is valued and supported ● Accountability: The directive ensures accountability for funding and improves student achievement across the NWT. 	<ul style="list-style-type: none"> ● Equitable distribution of supports - RISCs, PSTs, EAs ● Increased consistent therapeutic health services ● Targeted supports and resources to provide proactive needs-based regulation and behaviour supports that preserve student dignity and maintain a safe, productive learning environment for all ● In spite of reduced supports and increased student complexity, schools are going over and above their capacity and expertise to ensure safety and wellbeing of their students and staff
<ul style="list-style-type: none"> ● Students receive support through regular programs (with accommodations), modified programs, or individualized education programs 	<ul style="list-style-type: none"> ● Appropriate staffing levels to support teacher led planning for all students ● A coordinated approach to supporting schools in their programming - funding that allows for appropriate RISC hiring
<ul style="list-style-type: none"> ● Promoting student and teacher wellness, strengthening cultural programming, and fostering a sense of identity. 	<ul style="list-style-type: none"> ● Support and services that families, students and staff feel confident will continue to be available

Thank you.



SOUTH SLAVE DIVISIONAL
EDUCATION COUNCIL

IMPACTS OF JORDAN'S PRINCIPLE

FUNDING ON STUDENTS IN THE SOUTH SLAVE REGION

PRESENTATION TO THE STANDING COMMITTEE
ON SOCIAL DEVELOPMENT

Pennie Pokiak
Chair, South Slave Divisional Education Council

WHY WE ARE HERE TODAY

To provide the Standing Committee with an overview of how Jordan's Principle funding supports students in South Slave schools and the impacts that reductions or delays would have on students, families and schools.

This presentation highlights:

- Regional context
- Types of supports funded through Jordan's Principle
- Examples from individual schools
- The risks to students and schools if funding is reduced or delayed



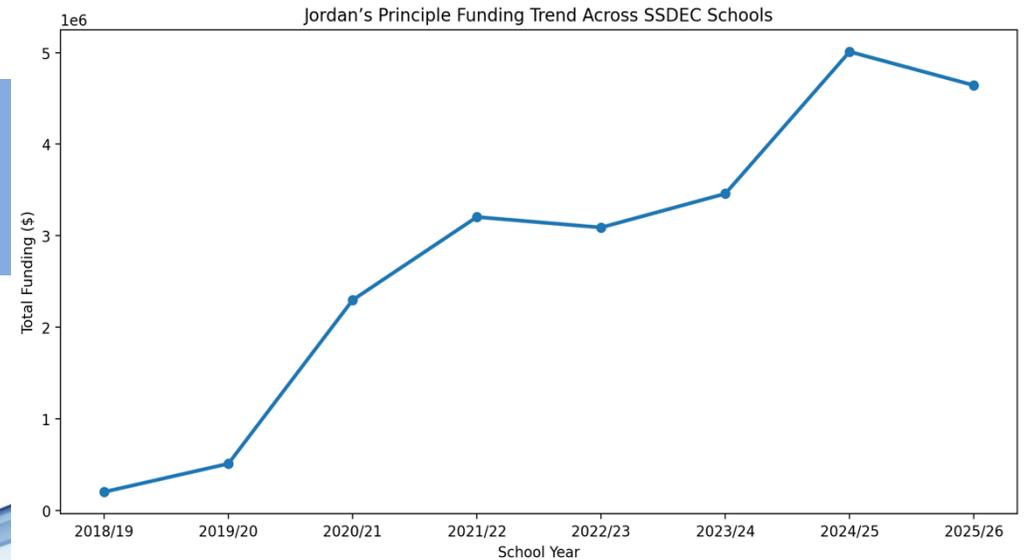
JORDAN'S PRINCIPLE FUNDING REQUESTS – SSDEC TREND

Jordan's Principle funding fills critical gaps in specialized services that are not available through the territorial education funding formula.

Demand for Jordan's Principle supports has increased significantly across South Slave schools over the past several years.

School	TOTAL 2018/19	TOTAL 2019/20	TOTAL 2020/21	TOTAL 2021/22	TOTAL 2022/23	TOTAL 2023/24	TOTAL 2024/25	TOTAL 2025/26	Total Project
JBT	14,440	159,403	800,330	1,010,407	703,714	909,008	1,076,552	627,348	5,301,202
PWK	-	87,500	104,583	206,345	321,858	493,243	850,658	894,725	2,958,912
HC & PA	-	-	391,251	529,816	566,618	579,216	946,496	1,057,987	4,071,384
DJSS	-	-	200,168	302,752	319,172	388,213	478,379	531,395	2,220,079
CSEC	-	2,100	71,680	75,688	116,484	166,842	374,768	258,684	1,066,246
DN	186,245	260,085	626,365	675,251	639,663	530,684	638,111	707,598	4,264,002
LK	-	-	102,309	404,202	422,254	391,885	645,077	565,756	2,531,483
Total	200,685	509,088	2,296,686	3,204,461	3,089,763	3,459,091	5,010,041	4,643,493	22,413,308

Total Jordan's Principle supports across SSDEC since 2018: \$22.4 million





WHAT JORDAN'S PRINCIPLE PROVIDES IN OUR SCHOOLS

Jordan's Principle funding fills critical gaps in specialized services that are not available through the territorial education funding formula.

Jordan's Principle funding currently provides:

- Speech-language therapy
- Occupational therapy
- Behavioural and mental health supports
- Support assistants for high-needs students
- Literacy and numeracy intervention programs
- Specialized equipment and programming
- Behavioral supports and intervention

Without this funding many of these services would not exist in our schools.

WHY SCHOOLS CANNOT PROVIDE THESE SERVICES WITHOUT JORDAN'S PRINCIPLE



Many South Slave communities don't have local access to specialized services such as:

- Speech-language therapy
- Occupational therapy
- Behavioural therapy
- Pediatric mental health supports

Schools rely on Jordan's Principle funding to:

- Contract specialists from outside the region
- Provide therapy services within schools
- Train staff to support students with complex needs



STUDENT NEEDS ACROSS SOUTH SLAVE SCHOOLS

Students supported through Jordan's Principle present a wide range of complex needs including:

- Autism Spectrum Disorder
- Fetal Alcohol Spectrum Disorder (FASD)
- Severe language and communication delays
- Behavioural regulation challenges
- Mental health needs
- Mobility and medical needs
- Significant literacy and numeracy delays

DENINU SCHOOL – FORT RESOLUTION

Jordan's Principle Supported Services

- Speech-Language Pathology
- Occupational Therapy
- Student Assistants
- Sensory regulation programming
- Communication devices



Impact Data

Deninu School currently supports **20 high-needs students** through Jordan's Principle funding.

Student Needs

Students receiving support present complex needs including autism, communication delays and sensory regulation challenges.

Student Example

One student with severe autism can attend class only when a support assistant is present to help with communication, prevent elopement and manage sensory overload. When funding delays left the position unfilled the student was unable to attend class for three weeks.

PAUL WILLIAM KAESER HIGH SCHOOL – FORT SMITH

Impact Data

Currently **37 students** receive support through Jordan's Principle funded services.

Student Needs

Students receiving support include those experiencing severe literacy challenges, communication delays and mental health needs.

Student Example

One Grade 8 student recommended for speech therapy has begun avoiding presentations and group work due to expressive language challenges.

Jordan's Principle Supported Services

- One-to-one Support Assistants
- Tier 3 literacy intervention
- Mental health counseling
- Transition programming



DIAMOND JENNESS SECONDARY SCHOOL – HAY RIVER

Jordan's Principle Supported Services

- Support assistants
- Mental health supports
- Behavioural regulation supports
- Specialized programming



Impact Data

Jordan's Principle funding currently supports **41 Indigenous students.**

Student Needs

Students receiving support require behavioural regulation assistance, mental health supports and academic intervention.

Student Example

Graduation outcomes for Indigenous students have increased significantly as these supports have expanded.

ŁUTSEL K' E SCHOOL - ŁUTSEL K' E

Impact Data

All **30 students** in Kindergarten to Grade 8 currently benefit from Jordan's Principle supported services.

Student Needs

Students require supports related to Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, behavioural regulation and significant reading and writing challenges.

Student Example

One student with Autism Spectrum Disorder has benefited significantly from one-to-one support at school. With consistent assistance the student has become an active member of the school community and has demonstrated strong growth in both learning and social engagement. Without continued support, maintaining this progress will be difficult.

Jordan's Principle Supported Services

- Speech-language therapy
- Occupational therapy
- Support assistants
- Literacy and math interventions



JOSEPH BURR TYRRELL ELEMENTARY SCHOOL – FORT SMITH

Jordan's Principle Supported Services

- Full-time speech language therapy
- Language assistant support
- One-to-one classroom supports
- Literacy and numeracy intervention programs

Impact Data

Between **20 - 35 students** each year received speech services directly in the school.

Student Needs

Students receiving services often experience significant speech and language delays that impact literacy development and communication.

Student Example

A Grade 4 student with significant speech delays struggles to communicate clearly with teachers and classmates. During a recent incident staff were unable to fully understand what he was trying to say. Without consistent speech therapy support he remains several grade levels behind in reading and writing.



CHIEF SUNRISE EDUCATION CENTRE – KÁTŁ’ODEECHE FIRST NATION

Impact Data

Jordan’s Principle funding currently supports transportation for **8 students**, ensuring they can attend school regularly.

Student Needs

Chief Sunrise has **24 students** currently awaiting approval for speech-language therapy services. Many students experience significant communication delays that affect literacy development and classroom participation.

Student Example

Several students have been identified with speech and language delays and are currently awaiting approval for speech-language therapy services. Without access to these services, students continue to experience challenges with communication, reading development, and classroom engagement.

Jordan’s Principle Supported Services

- Transportation support for students
- (bus driver and fuel)
- Carry-over funding from previous Jordan’s Principle approvals
- Pending applications for speech-language therapy services



HARRY CAMSELL & PRINCESS ALEXANDRA SCHOOLS – HAY RIVER

Jordan's Principle Supported Services

- Speech-language pathology
- Occupational therapy
- Physiotherapy
- Behavioural consultation
- Support assistants



Impact Data

Jordan's Principle funding currently supports **32 students** across both schools.

Student Needs

Students include those with severe mobility needs, communication challenges and complex medical conditions.

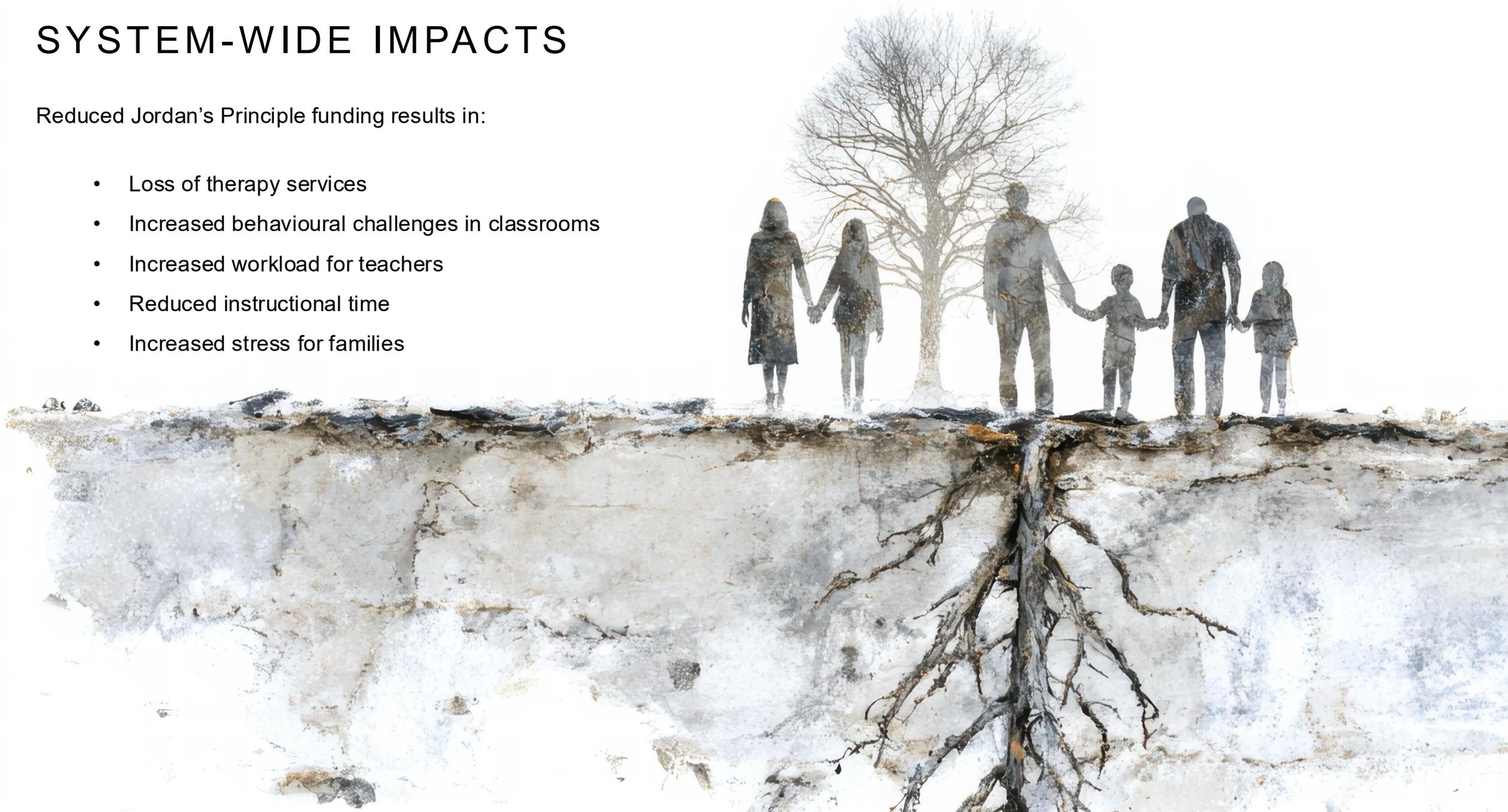
Student Example

One student with quadriplegic cerebral palsy requires two trained assistants to safely attend school.

SYSTEM-WIDE IMPACTS

Reduced Jordan's Principle funding results in:

- Loss of therapy services
- Increased behavioural challenges in classrooms
- Increased workload for teachers
- Reduced instructional time
- Increased stress for families



REGIONAL IMPACT ACROSS SSDEC SCHOOLS



Jordan's Principle funding currently supports students across all South Slave communities.

Across SSDEC schools this funding supports:

- **150+ students** receiving direct services or supports
- Speech-language and occupational therapy services
- Mental health and behavioural supports
- Literacy and numeracy intervention programs
- Specialized classroom supports and equipment

These services allow students with complex needs to safely attend school in their home communities.

WHY CONTINUED SUPPORT MATTERS

Jordan's Principle funding ensures Indigenous students receive the services needed to access education safely and equitably.

These supports are **not** enhancements.

They are **essential** services that allow students to participate fully in school.



SOUTH SLAVE DIVISIONAL
EDUCATION COUNCIL

